

Application #	
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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) no later than **April 19, 2010**. 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: Lake Tahoe Unified School District

County/District Code: 09-61903

Dates of Plan Duration (should be up to three years): April 2010 to April 2013

Date of Local Governing Board Approval: April 27, 2010; with revisions August 10, 2010

District Superintendent: Dr. James R. Tarwater

Address: 1021 Al Tahoe Blvd.

City: South Lake Tahoe State: CA Zip: 96150

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***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 and/or Title III regional lead.*

See Assurances on pages 115 – 123. Signatures are required on page 124.

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

### **The Local 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>
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
X	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education	X	Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	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	X	Other: ELAP
	Other (describe):	X	Other: QEIA
	Other (describe):	X	Other: ASES

## 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		582800	553660	95%
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	1724	233227	221565	95%
Title II, Part D, Enhancing Education Through Technology		4458	4458	100%
Title III, Limited English Proficient		96200	96200	100%
Title III, Immigrants		22040	22040	100%
Title IV, Part A, Safe and Drug-free Schools and Communities	4114	12417	16531	100%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education		29047	29047	100%
McKinney-Vento Homeless Education				
IDEA, Special Education		1003432	1003432	100%
21 <sup>st</sup> Century Community Learning Centers				
Other:				
<b>TOTAL</b>				

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	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 (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	29773	555442	585215	100%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education		Tier III-Flexibility		
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)		Tier III-Flexibility		
Tenth Grade Counseling		Tier III-Flexibility		
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</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.

Lake Tahoe Unified School District is a K-12 district with approximately 3966 students in the Sierra Nevada Mountains (elevation 6,330 ft.) on the south shore of Lake Tahoe. Our student demographic make-up is white (47%), Hispanic 40%, Filipino 4%, Asian 2%, American Indian 1%, Multiple 3%, Other 1%. The district provides programs to address the needs of our diverse student population. The district's English-Learner population is 26%, Free/Reduced population is 57%, and the special education population is 14%.

Both the middle and high schools are Demonstration Sites for Advancement Via Individual Determination (AVID), and two of our elementary schools have grades 4-5 AVID programs and one is working towards Demonstration Site status for elementary schools.

In the 2007/2008 school year a highly successful TWI (Two-Way Immersion) Program was implemented at Bijou Community School (PI Year 5 elementary school).

Using the January 2008 LEAP Addendum as an "Action Plan" and the Title III "Action Plan" (see Appendix G) to increase student achievement and address the fundamental needs of low-achieving students, Lake Tahoe Unified School District went from a 2008 Base API of 744 to a 2009 Growth API of 777, a 33 point gain.

Results from STAR 2009 indicated Lake Tahoe Unified School District made significant gains recording double-digit improvements. The District will continue to use the "Action Plan" and identified four major areas which have contributed to this success.

1. Full implementation of SBE adopted K-8 curriculum in ELA and Math.

- a. Lake Tahoe USD adopted and fully implemented a new standards-based math textbook with a pacing guide, assessments, and intervention (K-6: McMillan-McGraw Hill California Triumphs & Intervention; Grade 7: Prentice Hall Connecting to Algebra; Grade 8: McDougal Little Algebra Readiness; Grade 9-12: district adopted standards aligned curriculum).
  - b. Lake Tahoe USD provided a full implementation of K-5 English Language Development Program (Avenues), 6-8 SBE adopted ELD program (High Point), and 9-12 (standards aligned program – Visions) as support for English language learners with appropriate and monitored instructional minutes.
  - c. Lake Tahoe USD provides high quality instruction with full implementation in Language Arts with Houghton/Mifflin (K-5), Prentice Hall (6-8), and standards aligned programs (9-12), using research based strategies.
  - d. Student performance is monitored through an online student data system (OARS) which allows teachers to focus on learning performance and prescribe interventions.
2. Collaboration time is provided for teams of teachers to discuss academic goals, share instructional strategies, and analyze assessment results. Staff Development is provided for SBE adopted materials and strategies to meet student needs in order to maximize instruction.
  3. Lake Tahoe USD ensures full implementation of the curriculum based on district assistance and intervention team standards and the nine essential program components. All schools completed the APS and analyzed site needs, which was compiled to complete the DAS. This information was utilized to complete the revised LEAP Plan.
  4. Lake Tahoe USD targeted English Learners (ELs), Students with Disabilities (SWDs) and other high-priority student by providing support classes and/or intervention groups for re-teaching skills, using SBE and district adopted programs and strategies.

Schools in PI Year 5 are Bijou Community School and South Tahoe Middle School. These schools implemented major restructuring in the 2008/2009 school year – first year of PI Year 5 for both schools. These two schools continued to be in PI Year 5 during the 2009/2010 school year due to making both API and AYP for All Students and all subgroups. South Tahoe Middle School reached 800 API for All Student in the 2009 STAR. Steps taken when school in PI Year 4 during 2007-2008 school year.

South Middle School:

- 1) Alternative governance
- 2) Worked with outside entity, Springboard
- 3) New Principal
- 4) Coaching/Mentoring Principal
- 5) New Math adoption and ongoing assessment and monitoring using OARS (district online student assessment system).
- 6) Professional Development
- 7) Collaboration
- 8) Use of SBE adopted textbooks with fidelity and pacing guides
- 9) Intensive monitoring or program implementation and student assessment
- 10) Governance Leadership Team
- 11) Intervention Teachers

Bijou Community School (QEIA School):

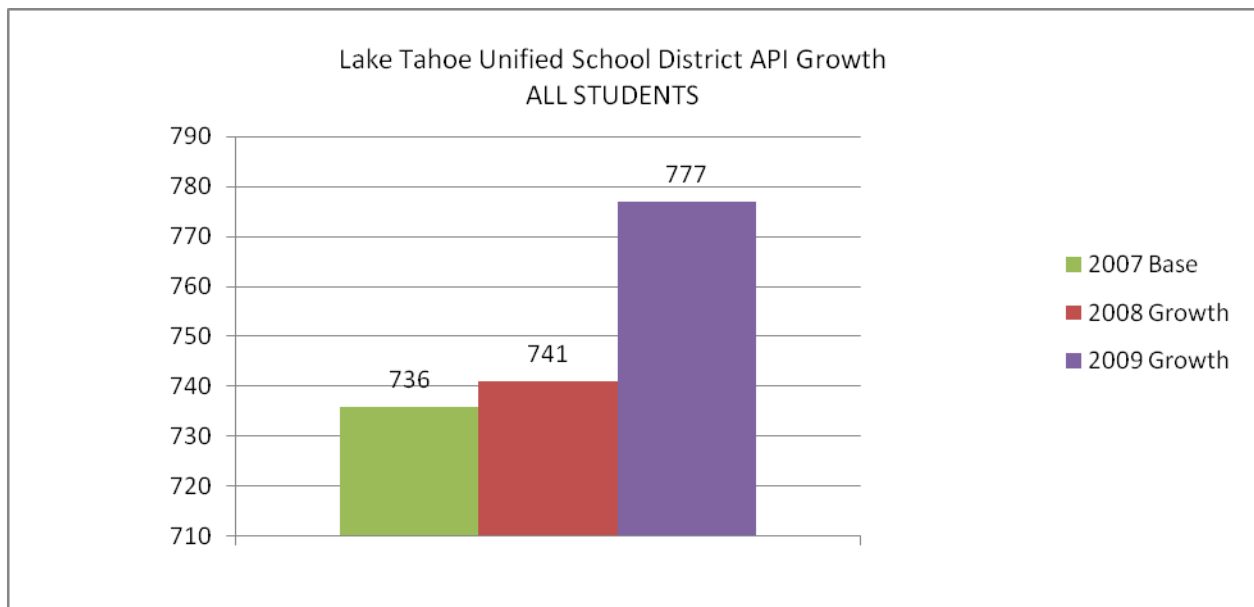
- 1) Alternative governance
- 2) Worked with outside entity, Springboard
- 3) Coaching/Mentoring Principal
- 4) New Math adoption and ongoing assessment and monitoring using OARS (district online student assessment system).
- 5) Professional Development
- 6) Collaboration
- 7) Use of SBE adopted textbooks with fidelity and pacing guides
- 8) Intensive monitoring or program implementation and student assessment
- 9) Governance Leadership Team
- 10) Intervention Teachers

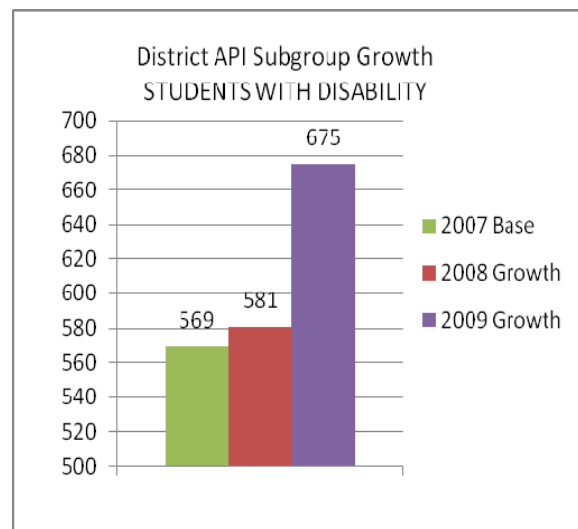
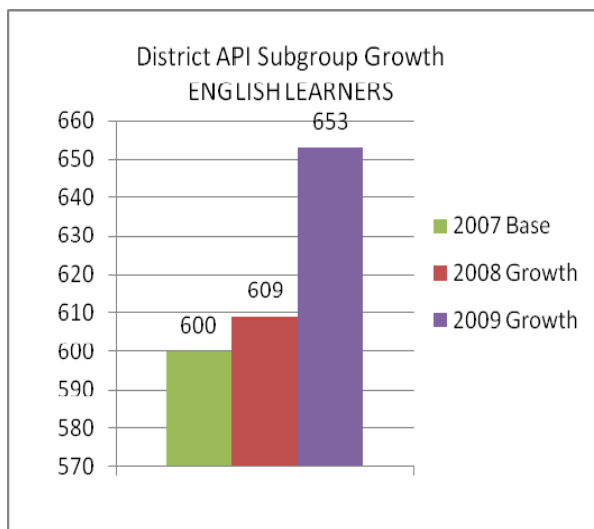
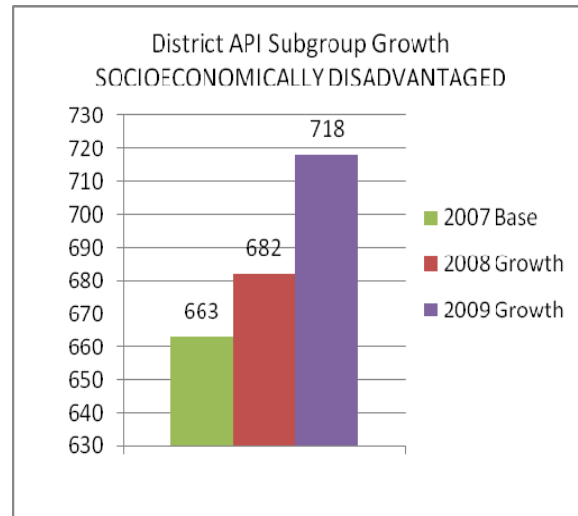
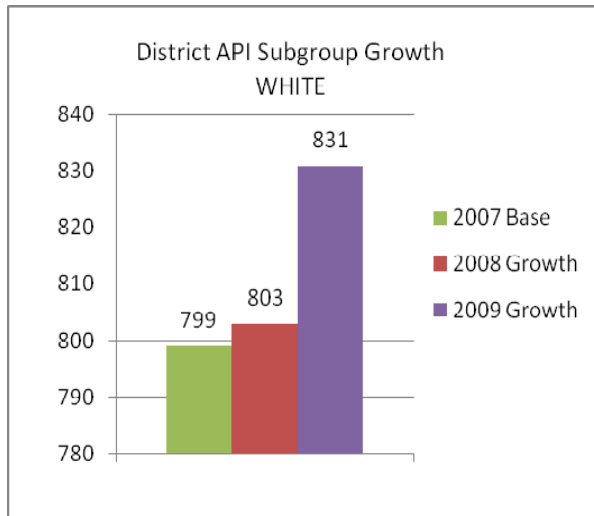
In addition, both schools implemented additional strategies to ensure student success:

- a. Additional collaboration time (4 hrs/month)
- b. Full SBE 472 Math Training at Bijou Elementary School
- c. Grade 1-5 (Bijou Community School) Staff Development, the Focused Approach to Frontloading English Language instruction, for targeted English Learners.
- d. Lowering class size, grades 4 and 5, at Bijou Community School (QEIA School).
- e. Additional parent involvement activities (Cafecitos) to target Hispanic parents at both PI Year 5 schools.

Five out of six of Lake Tahoe Unified School District's schools made their 2009 Adequate Yearly Progress (AYP) and Academic Performance Index (API), not only for all students, but in ALL sub-groups.

With significant progress being made, the district's goal is to sustain these efforts and make changes where the data warrants. Below are charts indicating the significant gains made in the STAR 2009.





The following revised LEAP Plan documents steps to implement Corrective Action 6. Including the following:

1. Continue monitoring full implementation of K-12 SBE adopted and standards aligned ELA and Math programs, including intervention programs.
2. Continue to provide professional staff development; supporting materials based adopted programs and use of effective instructional strategies.
3. Ensure full implementation of the nine essential program components.
4. Target instructional needs of at risk students, including English Learners and Students with Disabilities.

Ensure that the Consolidated Application complies with Federal and State law.

## **District Vision**

1<sup>st</sup>, Last and Always.....Our Children, Our Tomorrow

## **District Mission**

The Lake Tahoe Unified School District, working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens.

## **District Goals**

Literacy: To improve literacy skills for all students in listening, speaking, reading and writing. To foster the development of tolerant, responsible, well-rounded, contributing students.

Reaching Each Student's Full Potential: Provide all students with equal educational opportunities that allow them to reach their highest level of achievement through such avenues as:

- AVIDizing the schools
- Improvement of basic skills
- Balancing emotional and academic needs of students
- Utilization of technology
- Providing real-life/career pathway experiences

## **District Beliefs**

All children can learn and can succeed given sufficient time, resources, and support.

All our professional behaviors will be intentionally aligned with profound knowledge.

Each child has unique gifts and the ability to reach his/her own potential.

Our learning environment will be safe and maintain a positive climate, and our culture is respectful, trusting, and inclusive.

How we educate and prepare our children shapes their future, our community, and the world.

Parent and community involvement is integral to students' success as life-long learners.

Meaningful and relevant learning experiences foster (nurtures) high achievement.

Every employee brings value to the learning culture.

## 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.

A district-developed Phonemic Awareness assessment is administered to all Kindergarten students. For K-3 students, a Running Record is administered to determine reading level. In grades 1-3, BPST is administered to determine phonics skill level. In grades 3-5 CMBs (Curriculum-Based Measure) is used to determine reading fluency. SRI is used to determine comprehension levels. In grades 6-8 Benchmark Assessments are used. In K-12 publisher assessments in ELA and Math are used along with the district adopted pacing guides. Lake Tahoe USD uses OARS (online student data assessment system) to monitor student progress at the LEA, site, and classroom level. During collaboration, teachers identify students at risk, diagnose and determine reteaching strategies.

In mathematics, in addition to publisher assessments, all K-5 students are assessed on their math facts three times a year. At the high school, students are assessed with common course publisher and district developed assessments as well as exit exams. In addition, all seniors are required to complete a Senior Project. Students who are at risk of not passing the Content Standards Test or the California High School Exit exam are referred to support classes and/or summer school for intervention.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <i>Reading</i>	Persons Involved	Timeline	Related Expenditures	Estimated Cost /Funding Source
<p><b>1. Alignment of instruction with content standards:</b></p> <p><b>Lake Tahoe Unified School District has adopted standards as rigorous as the state standards in English/Language Arts/ELD. The district will take the following steps to further align instruction with content standards</b></p>				
Principals to receive additional training on standards and how to coach, supervise and evaluate teachers related to standards-based instruction.	Director of HR & Staff Development; 2 Principals	08/10–6/11	Trainer Costs	Title II & District PI
Regular Education and Special Education teachers collaborate regularly to analyze data from state, local standards-based assessments (using the District adopted online data system – OARS) and use the results to make changes to curriculum, instructional materials, and instructional practices.	Principals, Director of Special Services; District OARS Trainer	08/10–6/11	Subs, trainer costs	District PI, Title I Staff Development
Teachers in all content areas will examine how they can contribute to student achievement of the ELA/ELD standards and plan appropriate instruction.	Director of HR & Staff Development; Principals, teachers	08/10–6/11	N/A	
All eligible new teachers and teachers trained out of state will participate in BTSA as part of their professional development related to academic content standards	Director of HR & Staff Development, eligible teachers	08/10–6/11	Subs	\$10,000 - BTSA, Title II

2. Use of standards-aligned instructional materials and strategies.				
<p>All K-8 classrooms have implemented, with fidelity, SBE adopted materials for Language Arts/ELD. Grades 9-12 have implemented district adopted, standards aligned, Language Arts/ELD materials:</p> <p><b>K-5:</b> Houghton Mifflin Reading – 2003 (including ELD support and extra support)</p> <p><b>6-8:</b> Prentice Hall-Literature: Timeless Voices, Timeless Themes – 2002</p> <p><b>9-12:</b>  <u>English I</u> – Literature &amp; Language Arts, Third Course - Holt, Rinehart and Winston – 2003</p> <p><u>English II</u> - Literature and Language Arts, Fourth Course – Holt, Rinehart and Winston – 2003</p> <p><u>English III</u> – Literature &amp; Language Arts: Essentials of American Literature, Fifth Course – 2003</p> <p><u>English IV</u> – The Essay Connection – Houghton Mifflin – 2006; Early Assessment Program Reading &amp; Writing Modules – CSU Task Force on Expository Reading and Writing</p>	<p>Superintendent, Director of HR &amp; Staff Development, Board of Education</p>	<p>09/03</p> <p>09/03</p> <p>09/03</p> <p>09/03</p> <p>09/06</p>		<p>IMF</p>
<p><b>SBE Intervention materials:</b>  K-5: READ 180  6-8: READ 180 and High Point  9-12: READ 180 and High Point</p>		<p>09/06</p>		

<p>9-12: Embedded within District approved textbook.</p> <p><b>ELD:</b>  K-5: Avenues  6-8: High Point  9-12:  <u>ELD English I – VISIONS Language-Literature-Content Introductory, Thomason-Heinle, 2006</u>    <u>ELD English II - VISIONS Language-Literature-Content Introductory, Thomason-Heinle, 2006</u>    <u>ELD English III – VISIONS Language-Literature-Content Introductory, Thomason-Heinle, 2006</u>    <u>ELD English IV – VISIONS Language-Literature-Content Introductory, Thomason-Heinle, 2006</u></p>		09/06 09/06  09/06  09/06  09/06		
Standards will be posted in every room for students and parents to see, and staff to utilize in instruction. Student and parent versions will be made available, in English and Spanish, as “I CANS.”	Superintendent’s Office	Start of each school year	Cost to copy & laminate	General Fund
Teachers will regularly examine student work samples at grade level collaboration meetings and designated collaboration time (2-4 times per month) to analyze how well students are mastering grade level standards and to adjust instruction.	Site Principal	08/10–06/11	N/A	

Teachers will receive additional training in instructional strategies that scientific research shows can meet the needs of low achieving students at risk of not meeting state content standards. Teachers will also receive classroom-level support, including coaching, mentoring, and team planning to use new strategies.	Director of HR & Staff Development; Principals; Teachers; Trainers	08/10–06/11	Subs, Trainers	\$30,000 – District PI, Title I Staff Development
K-12 Teachers will utilize flexible grouping of students to address individual needs with SBE adopted ELA/ELD and Intervention programs.	Principals; Teacher	08/10–06/11		
<b>3. Extended learning time:</b>				
Middle (PI Year 5) and High school will offer double periods and support periods of reading for students at risk.	Principals; Counselors	08/10–06/11	NA	NA
Intervention programs are provided after school for grades K-8, and will be extended to include 9-12 as needed.	Principals; Counselors; Admin on Special Assignment; Teachers	08/10–06/11	Additional staff hrs	ASES Grant, Title I SES set aside
The district will provide Summer school programs (pending funding) for students not demonstrating proficiency in Reading/LA/ELD standards, students unable to pass the CAHSEE or students who are credit deficient, and special education students. Additional summer programs will be provided as funding allows.	Superintendent; Principals; Teachers	07/10–06/11	Additional staff hrs	ASES Grant, Title I SES set aside
Bijou Community School (PI Year 5) will provide extended instructional time during the month of July 2010 for at risk students	Superintendent; Principal; Teachers; Trainers	07/10–09/10	Additional staff hrs, Trainers	Old SIG grant
Title I multi-funded Intervention teachers will provide additional support for at risk students, utilizing the SBE	Superintendent; Principals; Teachers	09/10–06/11	NA	Categoricals

adopted intervention programs and district provided materials.				
Tutoring programs will be provided for students at risk ---i.e. AVID (Grades 4-12), Club 202 (ASES Grant), and SES, instructional assistants, and peer/cross-age tutors.	Superintendent; Principals; Teacher	09/10-06/11	NA	ELAP; ASES Grant; Title I SES set aside
Materials will be available for home use: Students will be receiving Netbooks (to take home) to provide access to online support, teaching communication, parent communication, homework support, SBE adopted materials online support.	Superintendent; Principals; Teachers	08/10-06/11	Cell based online connection	\$80/stu for Netbook, \$7/stu for cell based connection - Bond
<b>4. Increased access to technology:</b>				
Teachers will utilize technology as part of and support for the core LA/ELD program--i.e. Waterford, Accelerated Reader. PLATO, laptops, Netbooks, READ 180, Read Naturally, Study Island, Brainpop, United Streaming, Fast Math, Type to Learn, Rosetta Stone, and SMARTboards. Students and teachers will have access to online support for SBE adopted curriculum, United Streaming, Once Place Portal, etc.	Board of Education; Superintendent; Principals; Teachers	08/10-06/11	Cost of online subscriptions	Lottery, General Fund
Teachers and students will use the Internet to access current, in-depth information and reinforce basic skills.  Teachers will use OARS – District online Student Data System to analyze student progress. Students and teachers will have access to: Discovery Education OnePlace, AP Images, Discovery Education MediaShare, Discovery Education Discoverystreaming, CTAP Region 3 Tutorials and Technology Resources, Thinkfinity, Curriculum Companion.	Superintendent; IT Dept.; Principals; Teachers	08/10-06/11	Cost of online subscriptions, OARS contract	Lottery, General Fund, Title I

Teachers will plan for and implement the embedding of technology standards into the grade level content standards.	Principals; Teachers	08/10-06/11	NA	NA
1) Technology training will be available to all staff.	District technology trainer; Principals	08/10-06/11	Subs	Title II Part D; ARRA carry over
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
Currently, 82% (7 out of 8.5 principals) have taken or are in the process of completing AB430 training. All district administrators will participate in AB430 training that includes a module specifically devoted to standards-based instructional materials in reading.	Principals	08/10-09/12	Travel expenses, cost of AB430	\$3500/Principal – AB430 reimbursement, Title I PI
100% of K-8 teachers have participated in initial introduction of materials based professional development in Houghton-Mifflin and Prentice Hall (2001 adoption). 100% of Bijou Community School, grades 1-5 teachers, participated in an additional 20 hours of Houghton Mifflin materials based professional development. Grades 4-8 teachers at all Title I school sites (including PI Year 5 schools - Bijou Community School and South Tahoe Middle School) have received training in READ 180 and Highpoint Intervention programs.	Director of HR & Staff Development; El Dorado COE; Principals; Teachers	08/10-3 day Staff Dev.	Cost of COE & SCOE trainers	\$200,000 – Staff Dev, District PI
Steps to provide materials based professional development and ongoing improvement in instructional strategies:  All Regular Education and Special Education teachers will participate in professional development activities	Director of HR & Staff Development; El Dorado COE; Principals; Teachers	08/10-06/11	Cost of Trainers	District PI, Title I Staff Dev. set aside

<p>to support textbooks in English/LA/ELD aligned with student content standards and materials based professional development in the curriculum adopted by the district:</p> <ul style="list-style-type: none"> <li>✓ Publisher orientation to textbooks and support materials</li> <li>✓ Step Up to Writing Workshop (6-8) 2 day</li> <li>✓ Step Up to Writing Workshop (K-5) 2 day + Refresher</li> <li>✓ District and County sponsored workshops</li> <li>✓ Regularly scheduled grade level collaboration to analyze student progress, pacing guides, and student data results related to district adopted instructional materials</li> <li>□ Strategies for English Learners</li> <li>✓ Academic Vocabulary and Student Engagement</li> <li>✓ EL Math Training</li> <li>□ Strategies for Students with Disabilities</li> <li>✓ Autism Spectrum Training</li> </ul> <p>See Staff Development Calendar in Appendix G.</p>		<p>9/03</p> <p>5/10</p> <p>8/10</p> <p>8/10</p> <p>8/10-06/11</p> <p>08/10</p> <p>08/10</p> <p>08/10-06/11</p>		
<p>Eligible teachers will participate in BTSA, completing activities that focus on the use of standards-based reading materials, pending funding.</p>	<p>Director of HR &amp; Staff Development; New Teachers</p>	<p>08/10-06/11</p>	<p>BTSA stipends</p>	<p>\$5000/Teacher – BTSA, Title II</p>
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, interpretation of student assessment results to parents, and on-line information regarding student achievement):</b></p>				
<p>Each school will maintain a Site Council with staff, parent and community representatives, and student representatives at secondary schools. Each Council</p>	<p>Principals; SSC; staff</p>	<p>Ongoing</p>	<p>NA</p>	<p>NA</p>

reviews data on overall student assessment results in reading; participates in the development of the SPSA and communicates the results to the entire school community. Site Councils also participate in planning how to improve school reading programs.				
All parents will continue to receive information about the adopted academic content standards in English/LA/ELD for each grade. Back to School Nights and Parent Conferences will additionally provide information to parents. South Tahoe High School has a Back to School Night each Term. This information is available in Spanish.	Principals; Counselors	Ongoing	Duplication	General Fund, Title III
Each parent will receive his/her student's individual state assessment results (STAR), with an explanation of how to interpret them. A parent right to aid in test interpretation will be provided. In addition, report cards will be sent home throughout the year in English and Spanish.	Superintendent; Teachers	Yearly ongoing	Postage	General Fund
All parents will be invited to Back to School Nights to provide information about the reading program and services available.	Principals; Teachers	Yearly	NA	NA
K-8 parents will be invited to a parent conference, where the teacher discusses the reading program and individual student assessment results.	Principals; Teachers	Yearly	NA	NA
The LEA and teachers will provide written information to parents about how they can assist in improving their child's achievement in reading---i.e. Home-School Connection, teacher/site newsletters, and NTI Connect	Superintendent; Principals; Teachers	Ongoing	Connect Ed Contract	Multi-funded

Ed., in both English and Spanish.				
A parent compact that describes how parents, students, and school staff will work together to improve student achievement and Homework Guidelines will be revised periodically with parent input.	Superintendent; Principals; DELAC; staff	Yearly	NA	NA
The district will work with Lake Tahoe Community College to provide programs and services to promote English Language Development for adults.	EL Coordinator; LTCC	Quarterly, ongoing	NA	NA
Schools will provide informational meetings and workshops for parents to promote literacy.	Principals; Teachers	08/10-06/11	Materials	Title I
The LEA Kindergarten teachers will provide a transition program for kindergarteners that are entering school and will provide parents with information to assist in the pre-school transition process.	Superintendent; Principals; Teachers; COE; preschools	08/10-06/11	Materials	\$10,000 – First Five
Bijou Community School (PI Year 5) works with the Family Resource Center (FRC) to facilitate a weekly parent group (Cafecitos) which provides information and support promoting parent involvement for Spanish speaking parents.	Principals; Teachers; FRC staff	08/10-06/11	Materials	Title I, Title III
Family Resource Center (FRC) community outreach.	FRC staff	08/10-06/11	Materials	Title III
<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
Aides will work in classrooms to assist teachers in helping students acquire reading skills.	Teachers; Aides	08/10-06/11	Training	\$5,000 – Title I; EIA-LEP

AVID classes at middle school prepare students for HS success; AVID classes at high school increase student enrollment and success in college. AVID strategies in grades 4 & 5 at selected elementary sites (Bijou Community School is one of those schools – PI Year 5) to prepare students for middle school success.	Teachers; Tutors	08/10-06/11	Training	\$10,000 – PTO fundraisers, grants, donations
EISS provides developmentally appropriate activities/lessons to promote literacy, activities and trainings at grant funded sites (including Bijou Community School - PI Year 5).	Principals; Teachers	08/10-06/11	Materials	\$15,000 - EISS
School libraries support student literacy.	Librarians; Teachers; Principals	08/10-06/11	Books; software	\$25,000 – General Fund
Students participate in classroom activities that promote literacy--i.e. Reading buddies, and summer reading.	Principals; Teachers	08/10-06/11	Books	\$10,000 - PTO
Class Size Reduction in K-3 supports literacy development. Class size reduction at grades 4 and 5 at QEIA site (Bijou Community School – PI Year 5).	Superintendent; Teachers	08/10-06/11	Addition staff & facilities	\$1 million – Title II, CSR, QEIA
A variety of technology is available to support literacy--i.e. Netbooks, Accelerated Reader, Waterford, Read 180, Read Naturally, and Study Island.	Principals; Site Tech Reps; Teachers	08/10-06/11	Hardware, software	\$60,000 – Title I, EIA-LEP, Measure G, lottery
Pre-Kindergarten to Kindergarten transition activities are provided at all sites – First Five	Superintendent; Principals; Staff; parents; COE	08/10-06/11	Materials, meetings, subs	\$10,000 – First Five
<b>8. Monitoring program effectiveness:</b>				
All students will participate in the state’s standards-based accountability system, including the California Standards Tests.	Superintendent	08/10-06/11	Site testing coordinators stipend	General Fund

Student performance data in reading/language arts/ELD and API results will be used to monitor programs and drive changes in instructional practice. Performance goals for Content Standards tests and CAHSEE in Language Arts are included in the Appendix.	Superintendent; Principals; Teachers	08/10-06/11	NA	NA
Each site will develop a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions. SPSA's are approved by the Board of Trustees.	Principals; SSC	08/10-06/11	NA	NA
Classroom teachers will regularly assess students' mastery using SBE adopted assessment materials and district formative assessment and work, utilizing OARS (district adopted online student data assessment system) to re-direct instruction.	Principals; Teachers	08/10-06/11	NA	NA
Report cards are used to inform parents regarding students' progress towards mastery of the standards in grades K-5. Parent online access to grades 6-12 students' progress.	Principals; Teachers	NA	NA	NA
<b>9. Targeting services and programs to lowest-performing student groups, including English Learners and Students with Disabilities:</b>				
Summer school intervention reading classes will be offered to students who are not proficient in reading, pending funding	Coordinator; Teachers	July each year	Staff, materials	\$100,000 – pending funding
Students who fail the English/Language Arts section of	HS English Dept.; Summer	07/10-07/11	Staff, materials	General Fund

CAHSEE will be provided with after school tutoring and targeted instruction during the academic year and in summer school, pending funding.	School Coordinator			
Title I / EIA-LEP Grades 4-6 and K-5 teachers at Bijou Community School will provide intervention and support for targeted students, using SBE adopted instructional intervention programs.	Superintendent; Principals; Teachers	07/10-07/11	Staff, materials	Title I, EIA-LEP, ELAP
Regular Education and Special Teachers will collaborate regularly to analyze student progress through the use of OARS and modify programs appropriately---i.e. Student Study Teams, Data meetings, Departmental meetings, and collaboration. PI Year 5 schools have additional time for collaboration	Principals; Teachers	08/10-06/11	NA	NA
LTUSD will continue to approve upon the scientifically based strategies and programs that have proven to be effective based on state assessment results: Learning Center Model, Waterford, ELD programs, Push In Teams, Read 180, Read Naturally, All Day Kindergarten, Preppie K, State Pre-school, Two Way Immersion, Flexible Grouping, Small Group Intervention, Support Periods, Double Periods for additional learning time, After School Programs, and High Point. Teacher Training will support these programs.	Principals; Teachers, Instructional Aides	08/10-06/11	Training Materials	\$100,000 – Title I, EIA-LEP, Title III
RTI <sup>2</sup> Model Development and Implementation – schools are at various stages of the development and implementation of RTI <sup>2</sup> . LTUSD will support RTI <sup>2</sup> Development through training and collaboration.	Superintendent; Director of HR & Staff Development; COE, Teachers	08/10-06/11	Trainer cost TBA	District PI, Title I Staff Development

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <i>Mathematics</i>	Persons Involved	Timeline	Related Expenditures	Estimated Cost /Funding Source
<b>1. Alignment of instruction with content standards:</b>				
<p>Lake Tahoe Unified School district has adopted the state academic content standards, including the SBE adopted materials:</p> <p style="padding-left: 20px;">K-6: McMillan-McGraw Hill –California Triumphs &amp; Intervention</p> <p style="padding-left: 20px;">6: McDougal Littel – Course 1 (GATE/Core)</p> <p style="padding-left: 20px;">7: McDougal Littel – Course 2 (GATE/Core)</p> <p style="padding-left: 20px;">7: Prentice Hall – Connecting to Algebra (Intervention)</p> <p style="padding-left: 20px;">8: Holt – Algebra 1 (GATE/Core)</p> <p style="padding-left: 20px;">8: McDougal Littel – Algebra Readiness (Intervention)</p> <p style="padding-left: 20px;">9-12: District adopted state aligned instructional materials:</p> <p>Algebra 1: McDougal Littel – 2001</p> <p>Geometry: Holt, Rinehart, Winston – 2003</p> <p>Intermediate Algebra Graphics &amp; Functions: Houghton Mifflin – 2003</p> <p>Algebra 2 Applications, Equations, Graphs: McDougal Littel – 2001</p> <p>Precalculus Enhanced with Graphing Utilities: Pearson</p>	<p>Superintendent, Director of HR &amp; Staff Development, Board of Education</p>	<p>4/08</p> <p>4/08</p> <p>4/08</p> <p>4/08</p> <p>4/08</p> <p>4/08</p>	<p>\$200,000</p>	<p>IMF</p>

Prentice Hall - 2006				
The district will take the following steps to further align instruction with content standards:				
1. Principals will receive additional training on standards and how to coach, supervise and evaluate teachers related to standards-based instruction.	Director of HR & Staff Development; Principals; COE	04/10-06/11	Training costs	\$10,000 – AB430 reimbursement, District PI
2. Teachers will receive additional training and will work collaboratively on a regular, ongoing basis to target key standards, cluster standards around important concepts, and develop appropriate instruction, and develop appropriate differentiated instruction to support, ELs, SWDs, and students at risk.	Director of HR & Staff Development; Principals; COE	04/10-06/11	Training Costs	District PI
3. Teachers in grades 6- 12 will meet regularly to “backwards map” instruction from the standards tested on CAHSEE.	Director of HR & Staff Development; 6-12 Principal and Teachers	07/10-06/11	Training	District PI
4. Standards-based assessments provided with the textbooks will be used to measure the ongoing progress made by students in meeting the math standards, utilizing the OARS database.	Director of HR & Staff Development; Principal; Teachers	08/10-06/11	NA	NA
5. Teachers will collaborate to analyze data from state and local standards-based assessments and use the results to make changes to curriculum, instructional materials, and instructional practices, utilizing the OARS	Principals; Teachers	08/10-06/11	NA	NA

database. Twice a month for all schools and four times a month for PI Year 5 schools				
6. K-8 teachers in science, PE and social science will examine how they can contribute to student achievement of the math standards and plan appropriate instruction.	Principals; Teachers	08/10-06/11	NA	NA
7. All eligible new math teachers and math teachers trained out of state will participate in BTSA as part of their professional development related to academic content standards, pending funding.	Director of HR & Staff Development; New Teachers	08/10-06/11	BTSA consortium fees, support provider stipends	Pending BTSA funding, Title II
2. Use of standards-aligned instructional materials and strategies:				
The district has adopted and purchased standards-aligned math texts in grades K-12 for 2009 implementation.	Superintendent, Director of HR & Staff Development, Board of Education			\$150,000/yr - Lottery, General Fund
Teachers will receive additional training in instructional strategies that scientific research shows can meet the needs of low achieving students at risk of not meeting state content standards. Teachers will also receive classroom-level support, including team collaboration planning to use new strategies.	Director of HR & Staff Development, COE, Dept. Chairs, Teacher Leads, Teachers	07/10-06/11	Subs, Trainers	\$50,000 – District PI
Teachers will continue to receive training that enhances their own mathematics knowledge and proficiency.	Director of HR & Staff Development; COE; Teacher Trainers	08/10-06/11	TBD Trainers	District PI
3. Extended learning time:				

A minimum number of daily instructional minutes for mathematics will be: K 30, plus 15-30 minutes intervention 1-5 60, plus 15 minutes intervention	Principals; Teachers	08/10-06/11	NA	NA
A 6-8 after school program is offered to at risk students in mathematics.	Principal; Teachers	08/10-06/11	Transportation, Materials, hourly rates	\$50,000 – Title I SES, ASES
A 6-8 second period of math, and/or support period, is provided to at risk students in mathematics during the school day.	Principal; Teachers	08/10-06/11	Teacher cost	\$100,000 – Title I, ASES
The 9-12 math department provides a second period or support period of mathematics during the school day to targeted under-performing mathematics students. This will be provided collaboratively with the math, special education departments and those with EL experience. ✓CAHSEE Math A/B: California Mathematics Concepts and Skills (Course 2), McDougal Littel – 2001 ✓Algebra 1: Algebra 1, McDougal Littel – 2001, with resource materials there is scaffolding intervention, core with intervention embedded	Principal; Teachers	08/0-06/11	Teacher Cost, materials	General Fund, EIA-LEP
The district will provide Summer school programs for students not demonstrating proficiency in math standards, are unable to pass the CAHSEE or are credit deficient.	Summer School Coordinator; Teachers	07/10 & 07/11	Materials	\$5,000 – General Fund
Tutoring programs may be provided for students--i.e. parents and peer/cross-age tutors.	Teachers; tutors	08/10-06/11	Materials, Teacher & tutor cost	\$10,000 – ELAP, Title I, General Fund

4. Increased access to technology:				
Teachers will utilize technology as part of and support for the core Math program--i.e., FASST Math, CTAP 3, Publisher online sites, SMARTBoards, and Math Tutorials for Students.	Site Tech. Reps, Teachers, Teacher Trainer	07/10-06/11	Trainer cost, Tech Rep stipend	\$45,000 – Title I, General Fund
Teachers and students will use Netbooks to access the Internet at school and at home for current, in-depth information, practice, support, follow-up, reinforce basic skills, and parent involvement..	IT Dept., Principals, Teacher Trainer	07/10-06/11	Trainer cost, cell connectivity	\$45,000 – Title I, General Fund, Bond
Teachers will use OARS – District online Student Data Assessment System to analyze student progress.	Superintendent, Site Tech Reps	07/10-06/11	OARS Contract	\$15,000 – Multi Funded
The 9-12 math Department will provide supplemental technology intervention for students at risk of not passing the CAHSEE in math.	9-12 Math Dept., HS Tech Support	08/10-06/11	NA	NA
Teachers will plan for and implement the embedding of technology standards into the grade level content standards.	Teachers; Site Tech Rep	08/10-06/11	Subs, materials	NA
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
1) Currently, 82% (7 out of 8.5 principals) have completed or are in the process of completing AB 430 training. All district administrators will participate in AB 430 training that includes a module specifically devoted to standards-based instructional materials in math.	Exec. Services Specialist; Principals; COE	08/10-09/11	Travel, State Training costs	\$7,500 – AB430 reimbursement, Title II, Title I

<p>100% of Bijou Community Schools (PI Year 5) K-5 teachers have participated in materials based professional development in McMillan-McGraw Hill SB 472 Training. 50% of teachers at other elementary school sites participated in the SB 472 Training. In addition, all K-8 staff received a full day training during Staff Development days on the new math adoption. South Tahoe Middle School (PI Year 5) is scheduling additional SBE state adopted math instructional materials training prior to the start of the 2010-2011 school year. See Appendix G for Staff Development Calendar</p>	<p>Director of HR &amp; Staff Development; EL Coordinator; Teachers</p>	<p>08/10-06/11</p>	<p>Trainer Cost, subs</p>	<p>District PI</p>
<p>Steps to provide materials based professional development and ongoing improvement in instructional strategies:</p> <p>All teachers will participate in professional development activities to support implementation of SBE and District adopted textbooks in Mathematics aligned with student content standards and materials:</p> <ul style="list-style-type: none"> <li>✓ Publisher orientation to textbooks and support materials</li> <li>✓ District and COE sponsored workshops</li> <li>✓ Regularly scheduled grade level collaboration to analyze student progress, pacing guides, and student data results related to district adopted instructional materials</li> <li>✓ Strategies for English Learners</li> <li>✓ Strategies for Students with Disabilities</li> <li>✓ Technology: Netbooks, SMARTBoards and OARS</li> </ul>	<p>Director of HR &amp; Staff Development; EL Coordinator; Teachers</p>	<p>08/10-06/11</p>	<p>Trainer Costs, subs, materials</p>	<p>District PI, Title I Staff Development</p>

See Appendix G for District Staff Development Calendar.				
Eligible teachers will participate in BTSA, with activities that focus on the use of standards-based math materials, pending funding.	Director of HR & Staff Development; COE	08/10-06/11	Fees, support provider stipends	BTSA, Title II
K-12 staff development will focus on data driven instruction, utilizing OARS	Principals; Exec. Services Specialist; Teachers	08/10-06/11	OARS Contract, materials	District PI, Title I, Title II D
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):  1. Each school will maintain a Site Council with staff, parent and community representatives, and student representatives at secondary schools. Each Council reviews data on overall student assessment results in math and results for each student subgroup, and communicates the results to the entire school community. Site Councils and ELAC also participate in planning how to improve school mathematics programs.	Principals; staff; parents; community	08/10-06/11	NA	NA
2. All parents will continue to receive information about the adopted academic content standards in math for each grade. This information is also available in Spanish.	Principals; teachers	08/10-06/11	Parent Guides; translations	\$6,500 – Title III, General Fund
3. Each school will continue to send each parent his/her student’s individual state assessment results, with an explanation of how to interpret them, and a comparison to state student performance in English and Spanish.	Teachers; parents	08/10-06/11	Mailing costs	\$2,000 – General Fund

4. Students' grades reflect their knowledge of the standards.	Teachers; Principals	08/10-06/11	NA	NA
5. All parents will be invited to a meeting at the beginning of the school year designed to provide information about the math program and services available. (Back to School Night)	Principals; Teachers; Parents	08/10-06/11	NA	NA
6. K-8 parents will be invited to a parent conference, where the teacher discusses the math program and individual student assessment results.	Principals; Teachers	08/10-06/11	NA	NA
7. Schools will provide written information to parents about how they can support their child's achievement in math.	Principals; Teachers	08/10-06/11	NA	NA
8. A parent compact that describes how parents, students, and school staff will work together to improve student achievement will be revised periodically with parent input.	Principals; Teachers	08/10-06/11	Duplication, translations	\$2,000 – General Fund
<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
Instructional Assistants to provide flexible group support to assist teachers in helping students acquire mathematics skills.	Teachers, Instructional Aides	08/10-06/11	Training, salary	\$250,000 – Title I, EIA-LEP, QEIA
AVID classes at middle school prepare students for HS success; AVID classes at high school increase student enrollment and success in college. AVID strategies will be introduced in the upper elementary grades	Teachers	08/10-06/11	AVID materials, training	\$20,000 – General Fund, Title I

Class Size Reduction in K-3 (and 4-5 at Bijou Community School PI Year 5 QEIA) supports mathematics development.	Teachers	08/10-06/11	Staff	\$1.5 – CSR funds, Title II
A variety of technology is available to support math: FASST Math, Netbooks for access to online SBE adopted publisher support programs.	Teachers; IT Dept.	08/10-06/11	Software, hardware, cell based connectivity	Bond, Grants
An 8 <sup>th</sup> grade STHS math placement using 7 <sup>th</sup> grade CST scores to identify students for 9 <sup>th</sup> grade math placement.	8-12 Teachers	08/10-06/11	NA	NA
After School Programs: SES Program, Club 202 Homework Support	Superintendent; Exec. Services Specialist; Principals; Teachers; Instructional Aides	08/10-06/11	Staff costs, transportation	\$100,000 – Title I, ASES Grant
All Day Kindergarten and Bilingual support	Principals; Teachers	08/10-06/11	Staff costs	\$250,000 – CSR, Title II, Title III, EIA-LEP, Title I
<b>8. Monitoring program effectiveness:</b>				
All students will participate in the state’s standards-based accountability system, including the California Standards Tests	Teachers; students	08/10-06/11	Materials, Site Testing Coordinators	\$10,000 - General Fund
Student achievement data in math and API results will be used to monitor math programs and drive changes in instructional practice, when needed. Performance goals for Content Standards tests and CAHSEE in Mathematics are included in the Appendix.	Principals; Teachers	08/10-06/11	Training	District PI
Each site will develop a Single Plan for Student Achievement, and the principal have the responsibility	Board of Education; SSCs; Principals; COE	08/10-06/11	NA	NA

for monitoring progress and making needed revisions. SPSAs are approved by the Board of Trustees. District and county office staff will be used to provide technical assistance to schools that do not meet their achievement targets in math.				
Classroom teachers will regularly assess students' mastery of math standards/math facts using benchmark assessments, pacing guides, and through examining student work; re-teaching occurs as needed.	Principals; Teachers	08/10-06/11	NA	NA
OARS will be utilized to monitor growth on publisher based and district assessments.	Principals; Teachers	08/10-06/11	OARS Contract	\$15,000 – Multifunded
<b>9. Targeting services and programs to lowest-performing student groups, including English Learners and Students with Disabilities:</b>				
At risk students are identified for math services utilizing teacher recommendation in K-2, the content standards test score in grades 3-8 and CAHSEE in grades 9-12. Specific criteria are included in the Appendix.	Principals; Teachers	08/10-06/11	NA	NA
Summer school remedial math classes will be offered to students who are not proficient in math, pending funding. Bijou Community School (PI Year 5) will provide a summer program in 2010.	Bijou Summer School Coordinator; Teachers	07/10-07/11	Materials, staffing	\$298,000 – 09/10 SIG
Regular Education and Special Education Teachers will collaborate regularly to analyze student progress through the use of OARS and modify programs appropriately---i.e. Student Study Teams, Data	Principals; Teachers	08/10-06/11	NA	NA

meetings, Departmental meetings, and collaboration. PI Year 5 schools have additional time for collaboration.				
<p>A variety of strategic and intensive intervention programs/models will be provided for targeted students designed to address their unique needs, differentiated instruction, math enrichment classes, and peer tutoring.</p> <ul style="list-style-type: none"> <li>✓SBE Adopted Math Intervention Program</li> <li>McMillan-McGraw Hill Triumphs K-6</li> <li>Prentice Hall – Connecting to Algebra – Gr 7</li> <li>McDougal Littel – Algebra Readiness – Gr 8</li> <li>✓FASST Math</li> <li>✓Flexible Grouping</li> <li>✓Small Group Instruction</li> <li>✓Support Classes</li> <li>✓Double Class instructional time</li> <li>✓SDAIE</li> <li>✓Primary Language Support</li> <li>✓EL and SWD Instructional Strategies</li> <li>✓Netbooks</li> </ul>	Superintendent; Principals; Teachers	08/10-06/11	NA	NA
RTI <sup>2</sup> Model Development and Implementation – schools are at various stages of the development and implementation of RTI. LTUSD will support RTI <sup>2</sup> Development through training and collaboration.	Superintendent; Principals; COE; Teachers	08/10-06/11	COE Training costs	District 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)

		<b>Description of how the LEA is meeting or plans to meet this requirement</b>
<b>Required Activities</b>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p><b>1a. The Lake Tahoe Unified School District (LTUSD) currently provides the following basic instructional services to students identified as English Learners, includes Placement and Exit Criteria:</b></p> <p><u>Structured English Immersion (SEI)</u>: K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1-2 beginning and early intermediate) are placed in and receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction and/or content ELD. ELD instruction focuses on listening, speaking, reading and writing in English, and is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards and teachers utilize appropriate strategies to ensure comprehensibility of instruction.</p> <p><u>English Language Mainstream (ELM)</u>: K-12 students who have been assessed on the CELDT and are found to be at “reasonable levels of fluency in English” (CELDT levels 3-5, intermediate-advanced) are placed in and receive daily instruction in ELD targeted to their language proficiency levels and grade-level instruction in the core content areas through SDAIE.</p> <p>LTUSD will use state adopted and recommended program materials for English Learners. Student will be monitored using OARS, and CST and</p>

		<p>CELDT results. When students meet district adopted redesignation criteria, including teacher and parent input, students will be redesignated to RFEP. Redesignated students will be monitored.</p> <p><b>Redesignation Criteria</b></p> <ol style="list-style-type: none"> <li>1. ELA CST scores a minimum of 300.</li> <li>2. CELDT scores, Overall, Early Advanced and above, with no subtest below Intermediate.</li> <li>3. Teacher recommendation and grade of “C” or better.</li> <li>4. Parent consultation.</li> </ol> <p>Lake Tahoe Unified School District English Learner Board Policy and AR 6174.</p>
<p><b>Required Activities</b></p>	<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>Primary Language support in Spanish will be provided where available for students at the beginning and early intermediate levels of proficiency in order to enhance comprehensible input and provide access to the core curriculum.</p> <p>LTUSD will use Title III funds to provide supplemental services to targeted EL students. Services may include the following:</p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Extended day programs for targeted EL students</li> <li>• Summer school classes targeted to EL student needs</li> <li>• Supplemental materials for EL students</li> <li>• Personnel to support EL student programs including bilingual personnel to support academic progress and parent communication</li> <li>• Strategic and intensive Intervention programs</li> <li>• Training for personnel</li> </ul> <p>1b. LTUSD has set annual goals for EL students in the area of ELD, reading, language arts and math, aligned with state AMOs and AMAOs.</p>

		<p>ELD growth is measured annually by state assessment, CELDT. Reading/Language Arts and Math are measured by the California Standards Test. ELs will gain one level each year on the CELDT assessment. ELs in LTUSD have met AMAO 1 and AMAO 2 each year. The EL Subgroup at K-8 schools has made significant gains on the 2009 CSTs. Interim benchmarks will be measured using standards-based assessments and local assessments (running records, CBM ) and publisher developed assessments and publisher developed assessments from state adopted language arts, ELD and math programs. EL progress will monitored at the district and site level utilizing OARS (district adopted student data assessment system).</p> <p>The District plans to use Title III funds to help EL students meet these measurable goals as follows:</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• EL supplemental materials</li> <li>• Instructional assistants</li> </ul> <p>Provide professional development and coaching to teachers in providing research based and standards based instruction for EL students.</p>
<b>Required Activities</b>	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and</li> </ul>	<p>1c. The District/schools monitor the academic achievement of EL students in the subject areas of ELD, ELA and math, using CST and CELDT results. All EL students will participate in the statewide assessment program including the CA Standards Tests (CST) in reading and math to measure student progress towards proficiency and the CELDT to measure student progress towards English Language Proficiency. Results will be reported to School Site Councils, the Board of Education and the community. The CELDT will be used for initial identification, annual progress and redesignation. Group data will be collected and monitored based on years in the program and CELDT level progress. To ensure that EL students are making satisfactory progress towards the interim and annual goals, the District employs the following procedures:</p>

	<p>student achievement (Section 1111(b)(1):</p>	<ul style="list-style-type: none"> <li>✓ EL student records are kept in a language development folder in the cumulative file.</li> <li>✓ Single Plans for Student Achievement will address the language and academic needs of the EL students.</li> <li>✓ District EL coordinator will monitor EL data collection, records, coordinate testing, meet with principals and district superintendent, and coordinate and provide trainings.</li> <li>✓ Data and information collected will be used to implement and revise programs for EL students.</li> <li>✓ District-wide professional development will be provided for administrative staff in effective ELD and SDAIE strategies (for effective classroom observations), effective programs for English Learners, diversity and equity training.</li> </ul> <p>District data system, OARS, will be used to analyze data, monitor progress and target ELs at risk.</p>
<p><b>Required Activities</b></p>	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>See Title III Action Plan, Appendix F.</p>	<p>1d. District will invite parents of EL students to serve on district advisory committees to discuss and evaluate programs and services.</p> <p>Funds will support the following activities:</p> <ul style="list-style-type: none"> <li>✓ Written and oral translations (for parent conferencing)</li> <li>✓ Parent workshops</li> <li>✓ District-community liaison services to promote parent involvement</li> <li>✓ Parent meetings</li> <li>✓ ELAC and DELAC community meetings</li> <li>✓ Parent literacy/ELD education programs (pending CBET funding)</li> </ul>
<p><b>Required Activities</b></p>	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> </ul>	<p>2. The District has adopted Reading/Language Arts/English Language Development programs at grades K-5 (Houghton Mifflin and Avenues) and 6-8 (Prentice Hall and High Point) and 9-12 (Visions) to provide high quality language instruction based on scientifically based research and aligned with student academic content standards.</p>

	<ul style="list-style-type: none"> <li>• Academic achievement in the core academic subjects</li> </ul> <p>See Title III Action Plan, Appendix F.</p>	<p>All teachers in core content areas have been trained to use SDAIE and ELD strategies to support EL students’ academic achievement. LTUSD will continue to provide trainings to teach strategies to meet the needs of English Learners.</p> <p>Local formative assessments and the annual CELDT and CSTs are used to measure the increase in students’ English proficiency and to evaluate program effectiveness. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.</p> <p>Local formative assessments and the annual CA Standards Tests in reading and math are used to measure the improvement in students’ academic achievement.</p> <p>Funding may be used for the following:</p> <ul style="list-style-type: none"> <li>• Release time for teachers of EL students to discuss academic progress by EL students</li> <li>• Release time to evaluate student work</li> <li>• Supplemental materials for EL students</li> <li>• Training for teachers and aides</li> <li>• Material development</li> <li>• Program planning and evaluation</li> <li>• Summer school and strategic and intensive intervention programs</li> <li>• Differentiated Instruction</li> <li>• GLAD strategies</li> <li>• Data analysis</li> <li>• EL strategies in Math</li> </ul>
<b>Required Activities</b>	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.	3. All teachers are ELD and SDAIE certified in LTUSD. Professional development will continue to be offered language acquisition, ELD, and SDAIE and other research-based strategies to meet the needs of EL

	<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>students.</p> <p>Teachers will participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English learners.</p> <p>Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English learners.</p> <p>Administrators will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observational criteria to monitor teachers’ implementation of ELD and SDAIE strategies.</p> <p>Funds will be used to provide professional development that will integrate research and scientifically-based theory with high quality instructional practices, in the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of metacognitive and metalinguistic skills through which EL students are taught</li> <li>• The design and implementation of differentiated, standards-based instruction</li> <li>• Strategies for literacy instruction</li> <li>• Scientifically-based, research-based best practices for reading instruction for English Learners</li> <li>• The role of assessment in guiding and evaluating instruction</li> <li>• Design and implementation of formal and informal assessment</li> </ul> <p>The implementation and use of standards in all curricular areas including ELD</p> <p>Funds will be used to hire staff developers, pay for release time /substitutes</p> <p>Staff Development will include instruction in the following areas:</p> <ul style="list-style-type: none"> <li>• SDAIE</li> <li>• ELD</li> <li>• Diversity</li> <li>• Materials for English Learners</li> </ul>
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		<ul style="list-style-type: none"> <li>• Communicating with linguistically and culturally diverse parents</li> <li>• Literacy for English Learners</li> <li>• Curriculum Planning</li> </ul> <p>Funds may provide teachers with the opportunity to improve instructional practices through attending state conferences where the most current research, strategies and materials will be presented, pending funding.</p> <ul style="list-style-type: none"> <li>• CABE(California Association for Bilingual Education)</li> <li>• California Reading Association</li> </ul> <p>See Title III Action Plan in Appendix F.</p>
		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>

<b>Allowable Activities</b>	4. Upgrade program objectives and effective Instruction strategies.	<b>Yes or No</b>  Yes	<p><b>If yes, describe:</b></p> <p>4. During district staff development days, LEA and site data analysis meetings and collaboration, the following will be addresses:</p> <ul style="list-style-type: none"> <li>• Evaluate goals and objectives</li> <li>• Evaluate program effectiveness</li> <li>• Review and develop strategic and intensive intervention programs and strategies and curricula</li> <li>• Adopt supplementary materials</li> <li>• Assessments</li> <li>• Review data</li> <li>• Evaluate student progress</li> </ul> <p>These meetings will provide an opportunity for districtwide articulation and ensure consistency and coordination.</p>
	<b>Description of how the LEA is meeting or plans to meet this requirement.</b>		
<b>Allowable Activities</b>	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b>  Yes	<p><b>If yes, describe:</b></p> <p>5. The District will provide intensive strategic and intensive intervention programs that will focus on the specific needs of identified EL students in developing English language and academic proficiency. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis listening and speaking skills development and vocabulary development. The programs will be designed to support and complement the regular English Language Arts/English Language Development and core content instructional program. Program strategies, instruction and materials will be research based and state adopted/recommended.</p>

	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>6. Funding will enhance a variety of programs to extend the regular instructional program and focus on the needs of EL students.</p> <p>The following programs will be coordinated to meet identified student needs:</p> <ul style="list-style-type: none"> <li>• ELAP- gr. 4-8</li> <li>• Title I</li> <li>• AVID</li> <li>• AP classes</li> <li>• School to Career program</li> <li>• Summer school programs</li> <li>• After school and extended day programs</li> </ul>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>7. All programs and services for English Learner students are focused on improving their English proficiency and academic achievement, as described in the first two sections above.</p>

		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>	
<b>Allowable Activities</b>	<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><b>Yes or No</b></p> <p style="text-align: center;">Yes</p>	<p><b>If yes, describe:</b></p> <p>8. The district provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in English and Spanish.</p> <p>All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.</p> <p>Funds will used to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children.</p> <p>The district offers the following activities:</p> <ul style="list-style-type: none"> <li>• Work collaboratively with existing outreach services such as The Family Resource Center, Lake Tahoe Community College, The Women’s Center, County Health Department</li> <li>• Family literacy nights</li> <li>• Parent meetings</li> <li>• Materials will be translated into Spanish</li> <li>• Child care provided for parent meetings</li> <li>• Netbooks</li> </ul>

		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>	
	<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><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>9. The district currently provides a variety of computer software to meet the needs of EL students in K-12.</p> <p>Funds may be used to enhance current technology in schools. Netbooks will be available for all students' grades 3-12, for access to core and supplementary materials, communication with teachers, parent involvement, and online access.</p>
	<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></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 style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p style="padding-left: 40px;">a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>The CELDT is administered within 30 days of enrollment to students who have a home language other than English as per the Home Language Survey. Parents are notified of test results and recommended program placement in writing. The following information will be included on the initial/annual notification and other notifications and documents provided to parents:</p> <p style="padding-left: 40px;">a. The reasons for the identification of the child as an English Learner (Home Language Survey response, score on CELDT test). The child will be placed in a Structured English Immersion Program (levels 1,2 on CELDT) or Mainstream Program (levels 3-5 for annual placement, level 3 for initial identification). Parents are informed of their right to request an alternative program or different placement.</p>

	b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;	b. The child’s level of English proficiency and how it was assessed (CELDT level and explanation of CELDT assessment). At the appropriate reporting time, parents receive information regarding academic achievement (report card periods) and results of the California Standards Test.
<b>Required Activity</b>	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;	c. The method of instruction used in the program including a description of the Structured English Immersion and Mainstream programs. The description includes content, instructional goals and extent of use of English and the native language in the instruction in each program.
	d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	d. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with counselors and teachers for use in instructional planning.
	e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	e. The program descriptions specify the kind of instruction the child will receive for English Language Development and SDAIE for access to the core curriculum.

	<p>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;</p>	<p>f. Exit requirements (reclassification criteria) is provided for parents as well as written summary of the performance expectancies on CELDT, CST and the CAHSEE for each year in the program.</p>
<p><b>Required Activity</b></p>	<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>g. For EL students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the Individualized educational Program (IEP). IEP objectives include English language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</p>

<p><b>Required Activity</b></p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from district and site staff regarding program selection</p> <p>Parents of EL students who continue in SEI and ELM programs are notified of program placement and program description not later than 30 days after the beginning of the school year. Students enrolling during the school year are notified of placement as described within 2 weeks of being placed in a language development program.</p>
	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	

	<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the district or school site does not make adequate yearly progress on the annual measurable objectives, the district will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</p>
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## Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Funding will be coordinated with other funding sources to provide parent classes. Workshops for parent help in the education of their children.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Funding will be used to provide professional growth opportunities for teachers and aides to target newcomer students, beginning ELD, differentiated instruction, and literacy skills
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Funds will assist in providing services to at-risk students in Strategic and intensive intervention and support programs such as tutorials and mentoring programs.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Program funds may be used to purchase standards-based materials and software.

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Funds will be utilized to provide instructional materials for immigrants. Needs will be prioritized and Title III immigrant funds will be utilized to ensure that the highest priority needs are met, including the need for basic instructional materials, which may not be available due to current educational funding cuts.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b>  No	<b>If yes, describe:</b>
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Title III funds will be used in collaboration with other funded programs, including community-based programs, the local community college and community agencies to provide for identified needs such as ELD, counseling, health services, housing issues, food, clothing.

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>Lake Tahoe Unified School District has developed and implemented hiring policies that include comprehensive recruitment efforts to expand the applicant pool. On average LTUSD receives 15 applications for each position. Careful screening of applicants ensures that LTUSD hires the most qualified applicants.</p> <p>99% of teachers are fully credentialed and the 1% of teachers who are not fully credentialed are enrolled in a program.</p> <p>24% of teachers have a Master’s degree.</p> <p>LTUSD has an experienced teaching staff. District wide, the average number of years of teaching is 16.5.</p> <p>Students at every grade level in self-contained classrooms have access to teachers trained and authorized to provide services to English Learners.</p> <p>99% of all teachers have certification to teach English Learners.</p> <p>1% are currently enrolled in CLAD or SB395 training.</p>	<p>All teachers need ongoing and sustained professional development in current research about second language acquisition and the most effective instructional strategies for accelerating the achievement of English Learners and Students with Disabilities.</p> <p>Teachers and principals need additional training and support for effective strategies using adopted textbooks in Reading/Language Arts/English Language Development and the mathematics textbooks.</p> <p>Beginning teachers and teachers trained out of state need a structured, intensive induction program including coaching and formative assessment centered on the CA Standards for the Teaching professional and the CA student content standards (BTSA).</p> <p>All teachers need ongoing classroom level support including coaching, mentoring, and opportunities to share strong instructional practices with peers.</p> <p>Student achievement data indicated the need for teacher improvement in: K-12 Language Arts and meeting the needs of our</p>

<p>87% of administrators have received AB430</p> <p>75% of teachers have received SB472 in Math</p>	<p>EL population and Students with Disabilities.</p> <p>School and district professional development will focus on aligning instruction with standards and improving instructional strategies to meet or exceed grade-level standards in these areas.</p>
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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

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

Please provide a description of:	Persons Involved	Timeline	Related Expenditures	Estimated Cost /Funding Source
<b>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:</b>				
Principals will receive additional training on standards and how to coach, supervise and evaluate teachers related to standards-based instruction and development and implementation of the RTI <sup>2</sup> model.	Director of HR & Staff Development; EDCOE	08/10-06/11	Trainer, materials	District PI; Title I, Title II
Teachers will receive additional training and will work collaboratively on a regular, ongoing basis to target key standards, cluster standards around important concepts, and develop appropriate instruction.	Director of HR & Staff Development; EDCOE; Principals	08/10-06/11	Trainer, materials, subs	District PI, Title I, Title II
Regular Education and Special Education Teachers will collaborate regularly to analyze data from state and local standards-based assessments and use the results to make changes to curriculum, instructional materials, and instructional practices	Director of HR & Staff Development; EDCOE; Principals	08/10-06/11	Trainer, materials, subs	District PI, Title I, Title II
Professional development activities will support teachers’ implementation of state-adopted textbooks aligned with CA student content standards including:	Director of HR & Staff Development; EDCOE; Principals	08/10-06/11	Trainer, materials, subs	District PI, Title I, Title II, General Fund

<ul style="list-style-type: none"> <li>a. Publisher orientation to textbooks and support</li> <li>b. materials</li> <li>c. District and COE workshops</li> <li>d. Regularly scheduled grade level collaboration meetings to plan</li> <li>e. Common assessments and analyze student work</li> </ul>				
<p>The district’s Professional Development Committee will conduct yearly needs assessment of teachers and principals considering criteria for “highly qualified” and trends in data on state and local assessments of student progress in relation to State content standards. School and district professional development goals will be created to enable district staff to support all students in achieving proficiency especially in reading and mathematics. Professional development activities will be designed and selected based on staff strengths, needs demonstrated in student achievement results, and site-related needs.</p>	<p>Director of HR &amp; Staff Development; Principals; Staff</p>	<p>08/10-06/11</p>	<p>NA</p>	<p>NA</p>
<p><b>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</b></p>				
<p>The district Administrative Leadership Team will research professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards, including formats that have the greatest positive impact on teachers’</p>	<p>Director of HR &amp; Staff Development; Superintendent; Principals;</p>	<p>08/10-06/11</p>	<p>TBD</p>	<p>Title I, Title II, District PI</p>

<p>ability to accelerate the learning of students in the lowest-performing groups. A system of professional development will be designed that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most as indicated by student achievement data.</p>				
<p>Consistent with the research on effective professional development, formats will include presentation of theory, demonstrations, guided practice through simulations, coaching as teachers begin implementation, and ongoing collaboration meetings to examine student work and adjust instruction. In part, teachers and principals will serve as trainers, demonstrators, and coaches.</p>	<p>Director of HR &amp; Staff Development; Superintendent; Principals; EDCOE input</p>	<p>08/10-06/11</p>	<p>Subs, Staff hourly</p>	<p>Title I, Title II, District PI</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p>				
<p>In designing and then assessing the impact of the professional development system, the district's Professional Development Committee and Leadership Team will concentrate on:</p>	<p>Director of HR &amp; Staff Development; Teachers, principals, EDCOE Consultants, Trainers</p>	<p>08/10-06/11</p>	<p>TBD</p>	<p>Title I, Title II, District PI</p>
<p>a. How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/ standards-based materials?</p>				

<p>b. How closely related to the instructional work of teachers is the professional development?</p>				
<p>c. To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms?</p>				
<p>d. How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, socioeconomically disadvantaged students)?</p>				
<p>e. How well integrated are instructional materials and intervention approaches?</p> <p>Examination of formative and summative student results schoolwide and disaggregated by subgroups will be the primary measure of the effectiveness of professional development activities.</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>Activities authorized under Title II, part A, Subpart 2 are professional development activities that (A) <u>improve the knowledge of teachers and principals concerning</u> (i) academic subjects and (ii) effective instructional strategies and the use of</p>	<p>Director of HR &amp; Staff Development; Principals; EDCOE</p>	<p>08/10-06/11</p>	<p>NA</p>	<p>NA</p>

<p>State content and academic achievement standards and State assessments and</p> <p><u>(B) improve the knowledge of teachers and principals concerning instructional practices and that</u></p> <p>(i) involve collaborative groups of teachers and administrators,</p> <p>(ii) provide training on how to address the needs of students with different learning styles and students with disabilities/special needs (including GATE) and English Learners;</p> <p>(iii) provide training on methods of improving student behavior and identifying early and appropriate strategic and intensive interventions;</p> <p>(iv) provide training to enable teachers and principals to involve parents in their child’s education, especially parents of English Learners and immigrant children; and</p> <p>(v) provide training on using data to improve classroom practice and student learning.</p>				
<p>The District Professional Development Committee and Leadership Team will ensure that professional development activities are coordinated to address the highest priority staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers implement standards-based curriculum, instructional practices, and assessment and to use data to understand of the strengths and needs of the student</p>	<p>Director of HR &amp; Staff Development; Principals; EDCOE; Teachers</p>	<p>08/10-06/11</p>	<p>NA</p>	<p>NA</p>

populations in their classes. Classroom management, Strategic and intensive interventions, working successfully with students' families, and other topics required by funding sources will be addressed within the larger context of improving instruction to ensure that all students meet or exceed State content standards.				
State BTSA and Title II funds support the cost for new teachers' participation in an intensive, structured induction program and the stipends for their support providers.	Director of HR & Staff Development; BTSA Consortium	08/10-06/11	Subs, stipends	\$25,000 – BTSA, Title II, Title I, District PI
Title III budgets are used to fund training required for teachers to continue to improve skills to meet the needs of ELs. Title I and Title II funds will also be used to meet this need and to provide current ongoing training and coaching to authorized teachers.	Director of HR & Staff Development; Principals	08/10-06/11	Subs, materials, Trainers	Title I, Title II, District PI
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:				
Teachers will use collaboration time to plan and coordinate the teaching and assessing of key/essential standards in the strands/subject matter areas of most needed improvement.	Principals; Teachers	08/10-0611	NA	NA
Teacher collaboration time will focus on benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising / reviewing / reteaching / moving on.	Principals; Teachers	08/10-0611	NA	NA

Staff development days will focus on learning core research-based practices and standards-based instructional materials in the strands/subject matter areas of most needed improvement, ELA, Math and instructional strategies for ELs and SWDs.	Director of HR & Staff Development; Principals; EDCOE	08/10-06/11	Salaries, Trainers	\$250,000 - General Fund; Title I, Title II, District PI
Regular Education and Special Education Teachers will meet regularly to collaborate and analyze data from state and local standards-based assessments and use the results to make changes to curriculum, instructional materials, and instructional practices.	Principals; Teachers	08/10-0611	NA	NA
Teachers will receive additional training in instructional strategies that scientific research shows can meet the needs of low achieving students at risk of not meeting state content standards. Teachers will also receive classroom-level support, including coaching, mentoring, and team planning to use new strategies.	Director of HR & Staff Development; Principals; EDCOE; Publishers	08/10-06/11	Subs, Trainers, Materials	Title I, Title II, Title III, District PI
Principals' professional development will support the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing subgroups in the district, including strategies for English Learners and Students with Disabilities. Administrators will receive training in RTI.	Director of HR & Staff Development; Principals; EDCOE; SCOE	08/10-06/12	Lodging, Training Costs	District PI, AB430 if available, Title II
All teachers, principals, and instructional aides will complete a written needs assessment. Results will be analyzed by the District Professional Development Committee yearly to identify areas of focus for professional development activities.	Principals; Teachers; Instructional Aides/Paraprofessionals	08/10-06/11	Training	NA

<p>Each School Site Council (including teachers, paraprofessionals, principals, other school personnel, and parents) will analyze disaggregated student achievement data to develop the Single Plan for Student Achievement at each site. The SPSA includes action plans to improve the achievement of all students in reading and mathematics, including related professional development selected to address areas of student need based on student achievement data. These plans will be analyzed to identify which needs recurred across different sites and which were site specific. All SPSA will be district Board of Education reviewed and approved.</p>	<p>Principals, Teachers, paraprofessionals, staff, parents</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p><b>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:</b></p>				
<p>The Director of HR &amp; Staff Development will develop a plan so that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards,</p>	<p>Director of HR &amp; Staff Development; Principals; Teachers</p>	<p>08/10-06/11</p>	<p>NA</p>	<p>NA</p>
<p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D</p>	<p>Director of HR &amp; Staff Development; IT Dept.; Teacher on Special Assignment</p>	<p>08/10-06/11</p>	<p>Trainers; salary</p>	<p>\$60,000 – Title I ARRA carryover, Title II D</p>

Enhancing Education through Technology funding must be spent on professional development.):				
100% of the district's classrooms are networked with Internet access. The district is currently in the process of upgrading all teacher classrooms to be Smart Classrooms, which will consist of a SMARTBoard, Document Viewer and Projectors.	IT Dept.; Superintendent; Principals	08/10-06/11	Licenses; hardware	\$150,000 – Bond
Teachers, administrators, school library personnel and paraprofessionals will have access to WestEd webinars, OARS Webinars, and CTAP Online professional development modules for personal proficiency in software applications, standards-based instructional planning, and information literacy. Professional collaboration tools including forums and document sharing are also available to all teachers through <a href="mailto:Live@edu.org">Live@edu.org</a> and CTAP Online. Online professional development in the effective use of technology to support standards-based practices will be available at each school.	IT Dept.; Site Technology Reps; Principals	08/10-06/11	Licenses; trainings	Title II D
Site Technology Representatives will provide support at each site related to their specific needs.	Site Technology Rep	08/10-06/11	\$750/site	Title II
Teachers will provide students with increased access and training, via the use of Netbooks and SMARTBoards, to integrate technology into their learning experience.	Teachers	08/10-06/11	NA	NA

7. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
The district Professional Development Committee is comprised of teacher, principal, as well as district staff.	Committee Members	08/10-06/11	NA	NA
All teachers, principals, and instructional aides will complete a written needs assessment. Results will be analyzed by the District Professional Development Committee to identify areas of yearly focus for professional development.	Principals; Teachers; Instructional Aides/Paraprofessionals	08/10-06/11	Training	NA
Each School Site Council (including teachers, paraprofessionals, principals, other school personnel, and parents) will analyze disaggregated student achievement data to develop the Single Plan for Student Achievement at each site. The SPSA includes action plans to improve the achievement of all students in reading and mathematics, including related professional development selected to address areas of student need based on student achievement data. These plans were analyzed to identify which needs recurred across different sites and which were site specific.	SSC; Principals; Staff; Parents	08/10-06/11	NA	NA
<p>8. How the LEA will provide training to enable teachers to:</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 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>				

Teacher collaboration time and data meetings will focus on benchmark assessments and SMART Goals for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.	Principals; Teachers	08/10-06/11	NA	NA
Staff development days and other staff development will focus on core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and communicating with families.	Director of HR & Staff Development; Principals; Trainers	08/10-06/11	Training Costs	\$250,000 – District PI, General Fund, Title I
Principals’ professional development will emphasize the leaders’ roles in supporting standards implementation, and organization and management for continuous improvement. Additional topics will include RTI <sup>2</sup> Model, analyzing student data, behavior management, working with students’ families, and addressing diverse needs of students, including English Learners and Students with Disabilities, particularly students in the lowest-performing groups in the district, especially for new principals and those whose schools do not make AYP.	Director of HR & Staff Development; Superintendent; EDCOE	08/10-06/11	Trainers costs	Title I, District PI
9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

Currently, 100% of teachers are fully credentialed Highly Qualified Teachers. Training will be provided as needed.	Director of HR; Teachers	08/10-06/11	NA	NA
District funds will be used <b>to increase the percentage of teachers receiving high-quality professional development.</b> All teachers participate in ongoing, intensive job-embedded professional development activities that are designed to increase their ability to implement standards-based instruction and to use effective instructional strategies to meet the needs of all students.	Teachers; Trainers	08/10-06/11	Training, subs, materials	\$25,000 – Title I, Title II
99% of paraprofessionals meet the qualifications in Sec.1119 through their educational background. The Lake Tahoe Unified School District and EDCOE have a subject matter and teaching skills assessments to test paraprofessionals’ knowledge of subject matter and their ability to help students learn. All existing paraprofessionals who do not meet the requirements through education will take this test. The district will offer assistance in test preparation and/or meeting the educational background requirements through printed support materials, tutorials, and referral to community college coursework.	Director of HR & Staff Development; Paraprofessionals	08/10-06/11	Training materials	\$2,000 – Title I

**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
<ol style="list-style-type: none"> <li>1) The district continues to refine its strategic plan outlining its vision for a positive school learning environment. The plan refers to resiliency factors and is seeking more effective approaches to create positive learning environments. Information gathered from the CHKS and the district's surveys to students, staff, and community members is helping us to evaluate progress.</li> <li>2) The district participates in a number of broad based membership teams such as the District Advisory Committee and The Lake Tahoe Collaborative, in addition to site based memberships with the sole purpose of assisting the district in planning and implementing strategies to support environments conducive to learning.</li> <li>3) The district has a well publicized progressive discipline policy. Information is disseminated to parents through teacher / principal newsletters, student calendars and planning books, and parent involved meetings and evenings.</li> <li>4) There is a clear set of emergency procedures that are consistent from school to school and at the district level. The district has undergone extensive Crisis Response Training at</li> </ol>	<ol style="list-style-type: none"> <li>1) There is a need for more parent involvement at the middle and high school levels.</li> <li>2) There is a need for more opportunities for students to participate in the decision-making process and to have a voice in school climate.</li> <li>3) Bully proofing curriculum and teacher training would benefit all sites.</li> <li>4) There is a need for more activities, appealing to the high risk students at the secondary level.</li> <li>5) There is a need for expanded activities relating to Tolerance throughout the district.</li> <li>6) There is a need for a K-12 comprehensive curriculum addressing ATOD issues.</li> <li>7) There is a need to continue the programs currently in place, pending funding State and Federal funding.</li> </ol>

<p>all sites following the Standardized Emergency Management System. Each site practices in emergency procedures which include, administrators, parents, and students.</p> <ol style="list-style-type: none"><li>5) Administrators, support staff, parents, teachers, and community agencies support the view that emotional, psychological and social needs of the students are directly related to academic achievement through the use of Student Study Teams and School Attendance Review Boards.</li><li>6) Parents are provided with regular information through the “District Rights and Responsibilities” Document, district webpage, and principal newsletters.</li><li>7) Parent information evenings have available translation for limited English speakers in addition to child care in most cases. Written parent information is provided in both English and Spanish on a regular basis.</li><li>8) The district SARB system is in place and actively seeks to identify truancy and students not succeeding in the academic process by providing early intervention via various community agencies that assist the family as a whole.</li><li>9) The schools’ physical environments are well maintained and sites have undergone modernization to facilitate the learning process. There is a district plan to continue work as this is an ongoing process.</li><li>10) Activities at the secondary levels that foster a positive school climate such as Challenge Days and Youth Leadership Trainings continue to be</li></ol>	
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held with success. Other activities include the various clubs and sports opportunities available throughout the school sites that offer students learning opportunities and companionship

- 11) Saturday School, Detention Programs and On Campus Retention are in place to address discipline issues of individual students.
- 12) Students and staff have access to counselors, a school nurse, psychologist, speech and language pathologist, special education teachers, and staff (based on their individual needs).
- 13) Special Education students, English Language Learners, and those individuals on 504 plans are mainstreamed as much as possible to encourage a culture of tolerance and understanding within the school community.
- 14) All schools are an extension of the community agencies whereas many of the services extended to families in need serve the individual student on the campus. A Family Resource Center operates on the premises of one of our elementary sites serving the neighborhood community through resources and education.
- 15) LTUSD maintains an active process to assist families in need. Each of the sites conducts Student Study Teams for team assessment on an individual basis. A district level SARB is a follow up process that incorporates agency representatives within our community and the county. The goal of these entities is to assist the whole family structure to best ensure the academic and emotional success of the student.

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| <p>16) PE specialists provide a program for the students of our district. Students meet or exceed the state recommended minutes for physical education encouraging lifelong healthy lifestyles of all students.</p> <p>17) Inter mural / competitive sports and extracurricular activities are available to all students. Activities that encourage youth development such as student councils, Leadership classes, Club Live, STYC (South Tahoe Youth Council), and after school clubs are offered at our sites.</p> <p>18) Family participation is encouraged through academic family evenings, PTA and PTO organizations, parent information evenings, parent days at school, Back to School nights, Open House celebrations, Cafecitos (Latino parent group) and parent volunteers in the schools on a day to day basis.</p> <p>19) CHKS and District Surveys indicate that students, parents, and staff feel that campuses are a safe place for student, rules are known to all, expectations for all are high, all can succeed, opportunities exist for input before decisions are made, and that the school environment continues to strive to make positive improvements academically and environmentally.</p> <p>20) All sites have visitor procedures and student sign in / sign out procedures to ensure the safety of all.</p> <p>21) Parent communication through the use of the ConnectEd phone system provides parents information on attendance, school activities, and emergency information.</p> |  |
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**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>
<ol style="list-style-type: none"><li data-bbox="240 573 1425 678">1. The district will continue to focus on school safety issues, teacher-student-parent trainings, implementation and evaluation of a K-12 Comprehensive Drug, Alcohol, and Tobacco prevention curriculum.</li><li data-bbox="240 688 1382 758">2. The district will continue to support a School Attendance Review Board and assist those students who are truant, and / or have behavior / discipline problems.</li><li data-bbox="240 768 1425 837">3. Community Resource Officers will continue to assist students on a day to day basis at the individual school sites.</li><li data-bbox="240 848 1377 993">4. After school programs will operate on school grounds that include: Club 202, SES Program, Optimist Key Club, Boy Scouts, Girl Scouts, athletic activities, Club Live, South Tahoe Youth Council, Leadership, Student Councils, SMILE, and a variety of after school enrichment clubs at Bijou Community School (PI Year 5), etc.</li><li data-bbox="240 1003 1425 1066">5. Research-validated curriculum and supportive activities will be implemented at levels K-12.</li></ol>

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

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> <li>1. LTUSD continues to have a strong partnership with the local and county agencies which serve the children and community of Lake Tahoe. Some of the partnerships specific to the health and safety of our population include: Lake Tahoe Educational Foundation, South Lake Tahoe Police Dept., El Dorado County Sheriffs, El Dorado County Probation, EDCOE, El Dorado Co. Health Dept., Tahoe Youth and Family Services, The Women’s Center, Boys and Girls Club, So. Lake Tahoe Fire Dept., Lake Valley Fire Dept., Lake Tahoe Community College, El Dorado Co. Environmental Services, Barton Hospital, local service groups, etc.</li> <li>2. There is ongoing data collection on ATODV through the CHKS, a district survey, gathering of crime incidents, expulsion, suspensions and discipline problems. Information will also be gathered from agencies such as Tahoe Youth and Family Services, El Dorado County Sheriffs, South Lake Tahoe Police Department, Probation, Drug Court, etc.</li> <li>3. Safe School Plans will be revised each fall on a site and district basis.</li> <li>4. Communication technology upgrades, such as handheld radios that have direct communication from site to site and site to district office for our emergency system have been completed. Staff training on the system has also been completed.</li> <li>5. SEMS training has been completed at</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher training in strategies integrating ATOD education into the curriculum for K-6 and 9-12.</li> <li>2. Additional Bullying (harassment) Training.</li> <li>3. Implement strategies to decrease the prevalence of alcohol, tobacco, and other drug use.</li> <li>4. Additional strategies to address Diversity issues</li> <li>5. Continue implementation of a research-based program in grades K-12..</li> </ol>

<p>each school site and at the district office.</p> <ol style="list-style-type: none"><li>6. Project Alert, a research-validated curriculum for tobacco, marijuana and alcohol, is being taught by trained teachers at our middle school.</li><li>7. Creating Caring Communities, a K-6 research-validated curriculum is being reviewed for possible implementation next year.</li><li>8. The middle school has implemented a curriculum entitled “Bully Proofing Your School” at the 6<sup>th</sup> grade level. Some elementary sites have had their teaching staff trained in the curriculum.</li><li>9. SMILE (Students Making it a Little Easier) assists elementary students’ transition into the middle school and middle school students’ transition into the high school.</li><li>10. Smoking Cessation Program at the high school serves students who are referred to the program in addition to those who seek it out.</li><li>11. Service Learning Programs and at elementary and middle school levels serve as an approach to youth development.</li><li>12. Special Education students are a part of the regular program and mainstreamed often at all the sites.</li></ol>	
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**Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

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

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

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

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: <u>11</u>/<u>  </u>/<u>  </u> <u>08</u> Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> <u>  </u> <u>  </u> % 7 <sup>th</sup> <u>  </u> <u>  </u> %	5 <sup>th</sup> <u>  </u> <u>  </u> % 7 <sup>th</sup> <u>  </u> <u>  </u> %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> <u>  </u> <u>  </u> % 7 <sup>th</sup> <u>  </u> <u>  </u> %	5 <sup>th</sup> <u>  </u> <u>  </u> % 7 <sup>th</sup> <u>  </u> <u>  </u> %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %	7 <sup>th</sup> <u>  </u> <u>  </u> % 9 <sup>th</sup> <u>  </u> <u>  </u> % 11 <sup>th</sup> <u>  </u> <u>  </u> %

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _51_ % 7<sup>th</sup> _15_ % 9<sup>th</sup> _15_ % 11<sup>th</sup> _13_ %</p>	<p>5<sup>th</sup> _10_ % 7<sup>th</sup> _25_ % 9<sup>th</sup> _25_ % 11<sup>th</sup> _25_ %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> _40_ % 9<sup>th</sup> _31_ % 11<sup>th</sup> _22_ %</p>	<p>7<sup>th</sup> _25_ % 9<sup>th</sup> _20_ % 11<sup>th</sup> _15_ %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>  5  </u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>  44  </u> %</p>	<p><u>  34  </u> %</p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> <u>  11  </u> / <u>  </u> / <u>  08  </u> <b>Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _62_ % 7<sup>th</sup> _39_ % 9<sup>th</sup> _36_ % 11<sup>th</sup> _42_ %</p>	<p>5<sup>th</sup> _70_ % 7<sup>th</sup> _45_ % 9<sup>th</sup> _42_ % 11<sup>th</sup> _50_ %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _61_ % 7<sup>th</sup> _54_ % 9<sup>th</sup> _58_ % 11<sup>th</sup> _49_ %</p>	<p>5<sup>th</sup> _70_ % 7<sup>th</sup> _60_ % 9<sup>th</sup> _65_ % 11<sup>th</sup> _55_ %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _17_ % 7 <sup>th</sup> _15_ % 9 <sup>th</sup> _18_ % 11 <sup>th</sup> _18_ %	5 <sup>th</sup> _22_ % 7 <sup>th</sup> _20_ % 9 <sup>th</sup> _23_ % 11 <sup>th</sup> _23_ %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _64_ % 7 <sup>th</sup> _35_ % 9 <sup>th</sup> _36_ % 11 <sup>th</sup> _35_ %	5 <sup>th</sup> _70_ % 7 <sup>th</sup> _40_ % 9 <sup>th</sup> _41_ % 11 <sup>th</sup> _40_ %

**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.

<b>LEA Specified Performance Measures Site School Crime Report/SARB Report</b>  <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>
Battery incidences as recorded on school crime reports.(decreased by)	6 <sup>th</sup> - 8 <sup>th</sup> <u>1%</u> 9 <sup>th</sup> - 12 <sup>th</sup> <u>10%</u>	6 <sup>th</sup> - 8 <sup>th</sup> <u>2%</u> 9 <sup>th</sup> - 12 <sup>th</sup> <u>25%</u>
ATOD incidences as recorded on school crime reports. (decreased by)	6 <sup>th</sup> - 8 <sup>th</sup> <u>10%</u> 9 <sup>th</sup> - 12 <sup>th</sup> <u>10%</u>	6 <sup>th</sup> - 8 <sup>th</sup> <u>31%</u> 9 <sup>th</sup> - 12 <sup>th</sup> <u>29%</u>
SARB Referral Results indicating an improvement in student achievement, behavior, and overall success. (increased by)	K - 8 <sup>th</sup> <u>.5%</u>	K - 8 <sup>th</sup> <u>.70%</u>

**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>Caring School Communities</b>	AO	K – 6	2100	10/2003	11/2009	12/2003
<b>Project Alert</b>	AOV	7 <sup>th</sup> 8th	300 325	01/2003 01/2003	04/2009 11/2009	05/2003 01/2004
<b>Project Toward No Drug Abuse</b>	AOTV	9 – 12	1200	01/2004	02/2009	03/2004

**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
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	Grades K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	ATODV	Grades K-12
X	Service-Learning/Community Service	ATODV	Grades 6-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	Grades 6-8

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	ATODV	Grades K-6
X	The Drug Store Project	ATODV	Grade 7-12
X	Bully Proofing Your School	V	Grade 6-8, Grades 3-5 @ Sierra House Elementary
X	Every 15 minutes	ATOD	Grades 11/12

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

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

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

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

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

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

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

Our District lies in the pristine beauty of the mountains of the Sierras. While we enjoy a smaller community atmosphere, we are not immune to the difficulties and dangerous choices available to the students in our schools. Part of our tourism industry includes the kinds of elements we are striving to keep our students away from; alcohol, tobacco, other drugs, and violence. Being in a gambling community these are sometimes the elements that the families of our children work in on a day to day basis.

The District has implemented the following programs: The Caring School Community Program Series (K – 6), Project Alert (7 – 8), Bully Proofing Your School (6<sup>th</sup> and grades 3 – 5 at an elementary site), Project Towards No Drug Abuse (9 – 12) . These programs were selected after extensive information gathering on the needs of our students and community through CHKS, crime report data, and additional surveys conducted with students, staff, and parents.

Our schools are doing an excellent job in promoting the positive behavior of its students. Progressive discipline programs, student support programs, interventions such as Student Study Teams / SARB / Law Enforcement on campus / Character Building curriculum, etc. have made our campuses places in which students, staff, and the community feel a sense of safety and belonging. While our staff has always strived to motivate all students to do their best in school and to make healthy life long decisions, results from the CHKS conducted in fall 2008 indicate that this area is still of concern. While ATOD experimentation / use is incredibly small in the upper elementary school aged children, the rate of student use increases from grade level to grade level even though their perception of the dangers do strongly exist. Creating a culture throughout the schools on better and healthier decision making is a focus of the curriculum in addition to a strong parent component that goes home. It is our hope that the sharing of this information from the classroom to the home will help us to bring to the attention of the public the importance of drug free lifestyles.

The Caring School Community Program Series is a comprehensive research-validated program and designed to strengthen the connections between families, schools, classrooms, teachers, and their students. The program focuses on creating a trusting and respectful environment and a sense of more involvement in the school community for the student and their family. We expect that this increased involvement will elevate the students' motivation to learn, promote parental interest in their child's learning, and foster strong relationships for healthy life-long learning. The program includes subgroups such as: That's My Buddy (where older students mentor younger students), Ways We Want Our Class to Be which promotes student problem-solving and decision-making through classroom meetings, At Home in Our Schools which consist of activities that include the parents' involvement, and Homeside Activities which increase parental involvement in student learning by the sharing of ideas and expectations.

Project Alert was selected for our 7<sup>th</sup> and 8<sup>th</sup> grade classrooms. Science teachers introduce the program in the 7<sup>th</sup> grade. Again, the CHKS indicated an increase in ATOD use among both our boys and girls. Project Alert addresses alcohol, tobacco, marijuana and inhalant use by using a social influence approach. This program is very interactive, systematic for the teacher to deliver and has proven to be effective at the middle school level.

Project Towards No Drug Abuse may be reviewed for grades 9 – 12. This research-validated curriculum works to motivate students to use their decision- making skills to refuse alcohol, tobacco and other drugs. The sessions refine students' active listening, decision-making and refusal skills. Students critically evaluate the effect of stereotyping on self-fulfilling prophecies, distinguish myths from facts, practice stress management techniques, and overcome negative thought and behavior loops. Students also learn about the negative consequences of chemical dependency on themselves and their families.

Bully Proofing Your Schools curriculum is identified as one of the Promising or Favorable Programs. It was selected in response to survey information gathered through CHKS in addition to district surveys of students, parents, and staff. As many schools have seen in the past couple of years, bullying has been identified as an obstacle for student success in some cases. Bringing this notion of "teasing" to the forefront is proving to be effective at our middle school site. It has been

implemented at our middle school site in the 6<sup>th</sup> grade and will be further implemented in grades 7-8.

The activities selected from Appendix D are meant to supplement and extend the content and lessons in our ATODV curriculum. Selection of these activities has been based on data collected from the CHKS, district crime reporting (previously CSSA), and surveys conducted with students (grades K – 12), staff, and parents. Research shows the importance of youth development / asset acquisition to academic achievement and success in life, the prevention of ATOD use, involvement in negative behaviors, and the prevention of violence. As a result of our analysis of data that was collected, we have selected the following activities: "Family and Community Collaboration" (to strengthen the bond and connectedness between home and school), "School Policies" (to revisit policies and further develop them to assist with youth development), "Service-Learning / Community Service", "Tobacco-Use Cessation", "Youth Development/Caring Schools/Caring Classrooms" (to create a more positive school and student image in our community), "The Drug Store Project", and "Every 15 Minutes" (to help students bring what they've learned about the use of ATOD to a real-life connection

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

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

The district conducted the CHKS in the fall of 2008.. This survey includes information that can help us to determine the progress on our Performance Indicators. We will continue to work with our Lake Tahoe Collaborative, District SARB, and School / Law Information Exchange Group, Committees to collect and provide information related to levels of ATODV prevention as it relates to our school community.

The yearly information will be gathered and analyzed in conjunction with the District Leadership Team and District Advisory Committee. A written report will be shared with all of the committees, parent groups, staff, and students. An open forum will be held to get feedback on the report and all the stakeholders will be invited. This information will then be used to refine, improve and strengthen our programs.

**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.

Baseline CHKS data was collected in 2008.

**Reporting Timeline**

1. CHKS data report was provided to each school site and is being used by their Site Safety Committees.
2. District Safety Surveys were conducted in April 2008 for students, staff, and parents. Surveys will be conducted annually. The information will be analyzed and shared with school sites by the end of May during the survey year.
3. Information will be reported to school staff by the end of May of each year.
4. A summary of the report will be presented to the District Board of Education by June of each year.
5. Summary information on the district’s progress will be made available to parents, students, and the community partners through the Lake Tahoe Unified School District website, in the minutes from the board meeting when the Safety Report is presented and through our local newspaper. All summary information will be in English and Spanish.

6. Site Safety Committees will convene in September of each year to refine the program and to begin the process of updating their Safe School Plans.

**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])

LTUSD defines the highest need students as students who score 350 or below on CST results intervention services, live in single parent households, receive free / reduced lunch, are English Learners, Homeless and Students with Disabilities, are identified as truants through district SARB process, are identified through site Student Study Team meetings, have received a discipline citation, and are performing below district and State standards.

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with counselors, psychologists, and health workers from community – based organizations.
2. Outreach services for high risk families and truant students.
3. After-school activities (Club 202 and SES Program) that focus on academic tutoring; mentoring, and opportunities to participate in non-academic, clubs, and athletic activities.
4. School counselors, psychologists, and nurses to meet the health and emotional needs of our students.
5. Saturday School Programs / On Campus Retention / and Detention for students cited for ATOD use on campus, bullying, and other discipline problems.
6. A referral system for family counseling and support services.
7. Youth development projects such as service-learning and peer court programs.
8. Academic programs such as Summer School to assist students in achieving school success.

**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.

Every site Principal is responsible for working with their school site on a regular basis regarding the health and safety of students and staff. The individual Site Safety Committees meets and identifies specific needs for their site. The District Advisory Committee convenes to discuss the strategic plan of the district concerning health and safety. The Lake Tahoe Collaborative consists of agencies from the community and county to share information on a monthly basis. The focus of the committees listed is to provide a coordination of our prevention and intervention efforts.

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

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

Parents are encouraged to be involved in our school community at many levels such as: planning programs and procedures, implementing strategies as volunteers in the classroom and after / before school, volunteering on committees such as School Site Council, PTA, PTO, ELAC, Site Safety Committees, booster clubs, etc. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on committees and volunteers in the classrooms. Parents at each of the sites are placed in charge of special projects specific to that school's needs, i.e., purchasing of playground equipment, safety equipment, classroom volunteers, fund raising efforts, etc. Regular communications through the beginning of the year parent, Lake Tahoe Unified School District website, "What Happened at the Board Meeting" emails to parents and community members, etc. will continue to inform parents of a variety of issues and report out survey results yearly. Parent Evenings designed for the education of our community will be provided based upon the trends determined in our youth and our community at large. Other notification procedures on such issues as "Parent Choice Options" are in place to meet the required timelines indicated by NCLB. Letters and information are sent in both English and Spanish to ensure the most effective communication for our community, and schools have employees and volunteers that assist in needed translation services.

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

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

Once pregnant minors or minor parents are identified by the district they will meet with a counselor from their school. The counselor assesses what services are needed and determines alternative placement if requested. Our high school maintains a Young Parents Program whereby pregnant minors can successfully continue their education and receive the services needed to ensure their health and the health of their baby. This program continues throughout the summer months as part of the summer school program.

If the minor uses tobacco or has family members who use tobacco products they are referred to assistance in cessation programs through other agencies in our community. Part of the Young Parents Program is that each student is provided a case manager assuring these linkages are completed and that timely follow up is provided.

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

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

Position/Title	Full time equivalent

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

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

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

<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 (High School Graduates)</b>	<ol style="list-style-type: none"> <li>1) All students complete a four-year academic plan in grade 9 which is reviewed, modified, and adjusted at least annually.</li> <li>2) Parents are notified of graduation requirements.</li> <li>3) Counselors are assigned to all students, meet at least annually to assess progress and to modify and adjust academic program.</li> <li>4) Academic progress reports are sent to parents eight times throughout the year.</li> <li>5) Remediation for students not yet passing CAHSEE is offered throughout the</li> </ol>	All students	<ol style="list-style-type: none"> <li>1) Counselors and administrators – annually.</li> <li>2) Counselors and administrators- annually via parent night and letters home</li> <li>3) Counselors – ongoing</li> <li>4) Teachers – every four weeks</li> <li>5) Counselors, English and math teachers –</li> </ol>	<ol style="list-style-type: none"> <li>1) The school will raise its graduation rate 1% each year until the goal of 90% graduation rate is reached in 2019.</li> </ol>	1)General funds

	<p>school year and in the summer.</p> <p>6) Remediation for students who are deficient in credits is offered throughout the school year and in summer school.</p> <p>7) Programs are offered for students at risk of not graduating, such as Young Parents Program (YPP), Transitional Learning Center (TLC), PLATO link, and Independent Study Credit Recovery.</p>		<p>year round</p> <p>6) Counselors and teachers – year round</p> <p>7) Counselors and staff-year round</p>		
<p><b>5.2</b> (Dropouts)</p>	<p>1) Continue a strong ELL program</p> <p>2) Continue a YPP program which includes child care for young parents</p> <p>3) Continue open enrollment in all classes</p> <p>4) Offer diverse programs, like AVID</p> <p>5) Offer a strong ROP programs,: Culinary Arts, Business, and Industrial Art.</p> <p>6) Maintain an attendance coordinator</p> <p>7) Assign Saturday school as a consequence of truancy.</p> <p>8) Provide active Performing and Fine Arts and Technology programs.</p>	<p>1)English language learners</p> <p>2)Expectant parents/ young parents</p> <p>3)All students</p>	<p>Coaches, staff, counselors, administrators, attendance coordinator - ongoing</p>	<p>1) Dropouts will decrease 5% by 2014.</p>	<p>General funds Fund-raising EIA-LEP, Voc. Ed</p>

	<p>9) Offer a strong ASB with over 150 students involved.</p> <p>10) Offer sports and/or extra-curricular programs., in which at least 50% of students are currently participating</p>				
<p><b>5.3</b> (Advanced Placement)</p>	<p>1) Continue as a National Demonstration School (and district) for AVID.</p> <p>2) Continue to offer open enrollment in Honors and AP classes.</p> <p>3) Continue active Vertical Teams with the middle school, particularly in math and English</p> <p>4) Continue participation in articulation with LTCC</p> <p>5) Continue to offer at least 11 AP classes.</p> <p>6) The middle school will continue to offer GATE classes</p>	All students	Counselors, AP teachers, administrators, AVID teachers, middle school teachers, LTCC staff - ongoing	Annual review of AP data	General fund AP challenge grant

## 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>Lake Tahoe Unified School District uses Free and Reduced Lunch status as the low income measure in Title I ranking.</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>Ranking order is done annually without regard to grade span, and all schools at or above the 35% poverty rate receive Title I funding.</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> </ul>	<p>All Title I schools in Lake Tahoe Unified School District are Schoolwide program schools.</p> <ul style="list-style-type: none"> <li>• State and local assessment results are analyzed in September and each trimester/quarter. Services and data were analyzed and a Schoolwide Plan was developed based on student needs. Schools use their funding to for all students to meet the State's challenging student academic standards expected for all children focusing on identified students at risk</li> <li>• Methods and instructional strategies used are based on scientifically based research that strengthens the core academic program in mathematics and language arts. These methods and strategies include: Strategies for English Learner – ie. SDAIE, State adopted intervention programs, support, and additional time in core subjects, and flexible grouping.</li> <li>• Consideration is given to extended learning time through either an additional period or before, after or summer programs.</li> </ul>

<ul style="list-style-type: none"> <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 appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li>   <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li>   <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress of underserved, low achieving, and those at risk students not meeting state standards is reviewed on an on-going basis utilizing data from OARS (online student assessment database) and the program is revised regularly to better meet student needs, including technology.</li> <li>• Students are provided an accelerated, high-quality curriculum that is taught by a highly qualified teacher</li> <li>• High quality and ongoing professional development is offered to teachers supported by highly qualified instructional assistants.</li>   <li>• Parent involvement is encouraged and promoted. Parent communication using ConnectEd, parent newsletters, parent conferences, emails, parent meetings, etc.</li> <li>• Assistance to preschool children in transitioning from early childhood program to elementary is received through the First Five Program (each elementary site has a First Five Teacher Representative). Teachers meet with local preschool teachers and develop a transition plan, and through the Special Education Preschool program where the elementary school teacher meets as part of the IEP Team when a student transitions from special education preschool.</li> <li>• RTI Model, appropriate intervention, including state adopted invention program and extended day programs.</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</p>	

description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

## Additional Mandatory Title I Descriptions

(continued)

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

## 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>	<ul style="list-style-type: none"> <li>• Lake Tahoe Unified School District will provide assistance in developing, revising and reviewing the school plan of any school that is identified as a program improvement school.</li> <li>• The District will provide assistance in analyzing data from State and local assessment, utilizing OARS (online student assessment database) to identify and address problems in instruction and in implementing parent involvement. Not only are problems identified, but solutions to the problems are also explored. The District will provide assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have been proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement.</li> <li>• The District will also provide assistance in analyzing and revising the school budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from improvement status.</li> </ul>

## 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.	<p>Parents of a program improvement school will receive: an explanation of what the identification means and how the school compares academically to other schools in the district; the reason the school was identified; an explanation of what the school is doing to address the problem; an explanation of what the District is doing to help the school address the problem; an explanation of how parents can become involved; and, an explanation of the parents' option to transfer their child to another school in the district.</p> <p>After a second year as a program improvement school, low-income, underachieving students will be offered supplemental services. Services are selected by the parent from a provider with a demonstrated record of effectiveness and approved for that purpose by the State Board of Education. If requested, the District will assist parents in choosing a provider from the list of approved providers maintained by the State. They will apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students, and they will not disclose the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the</p>

	<p>student.</p> <p>The District and school will develop, in consultation with the parents and the provider, a statement of specific achievement goals for the student, how progress will be measured and a timetable for improving achievement. They will describe how the parent and the student's teacher(s) will be regularly informed of the student's progress and will terminate the agreement with a provider if the provider is unable to meet such goals and timetables.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Unless a lesser amount is needed to comply with choice and supplemental service requirements, 5% of the Title I allocation will be reserved to provide transportation to implement school choice. 5% will also be reserved to provide required supplemental services. In total of 20% of the Title I allocation may be used for this purpose, if necessary.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Title II funds will be used to increase the percentage of highly qualified teachers in the district, to increase the percentage of teachers who are receiving highly qualified professional development to enable them to become highly qualified and successful classroom teachers. The areas of literacy, math and EL support will be the focus for Title I, II and III funds in regard to professional development.</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>Lake Tahoe Unified School District will provide assistance to parents of Title I children in understanding such topics as the State's academic content standards and State student academic achievement standards, assessments, and how to monitor a child's progress and work with the educators to improve the achievement of their children. The District will provide materials and training to help parents to work with their children to improve their achievement. The District will educate teachers, pupil services personnel, principals and other staff in the development of parent involvement.</p>

## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Multi-funded students receive the core curriculum through a variety of instructional strategies, program delivery systems and modified materials. Teachers and instructional assistants receive ongoing training regarding ways to meet the diverse needs of multi-funded students. All students access the district-supported curriculum with their regular classroom teacher, based on grade-level standards and materials, receiving modifications and support as needed.</p> <p>Based on student eligibility criteria, assessment of diagnosed need and ongoing consultation by the Learning Resource Team or Student Study Team, Multi-funded students receive a variety of supplemental services in the schools. These include: after school and summer school programs; individual or small group instruction with certificated teachers and instructional assistants; hands-on learning materials; access to technology, leveled books and materials to match student needs in reading level, language and content area; English Language Development, and</p>

	<p>additional reading and/or math blocks as an additional elective. Teachers receive staff development in areas such as: ELD, SDAIE, instructional strategies for at-risk youth, differentiated curriculum and assessment. Data suggests that program eligible students are making significant academic gains in our schools.</p>
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## **Part III**

# **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: Title III Action Plan*

*Appendix G: Staff Development Calendar*

## **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.

## SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

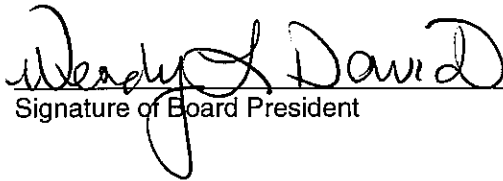
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\_\_\_\_\_  
Dr. James R. Tarwater  
Print Name of Superintendent

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

\_\_\_\_\_  
August 10, 2010  
Date

\_\_\_\_\_  
Wendy David  
Print Name of Board President

\_\_\_\_\_  
  
Signature of Board President

\_\_\_\_\_  
August 10, 2010  
Date

\_\_\_\_\_  
Print Name of District Assistance and Intervention Team (DAIT)

\_\_\_\_\_  
Signature of DAIT Lead

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Title III Regional County Office of Education Lead (if applicable)

\_\_\_\_\_  
Signature of Title III Regional  
County Office of Education Lead (if applicable)

\_\_\_\_\_  
Date

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**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 and/or Title III regional lead.*

## APPENDIX A

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

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

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

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

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

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

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

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

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

- Academic Performance Index (API)  
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/ta/tg/sr/>

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

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

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

## APPENDIX D

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

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

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

## APPENDIX E

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

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

**APPENDIX F**  
**LAKE TAHOE UNIFIED SCHOOL DISTRICT**  
**TITLE III DISTRICT ACTION PLAN**  
**SY 2008-09**

## **Needs Assessment**

### **1. Identify the Problem**

#### **a. A Description of Findings.**

An EL Action Plan Committee was established with site representatives, and administrators to replicate the state action plan development workshop. Data was analyzed at the District and Site levels utilizing state and local assessment data to identify and determine the areas of problems or challenge for English Learners in the Lake Tahoe Unified School District. Site and District surveys were analyzed to determine needs and areas of focus.

AMAO 1 and 2 were met at the District level, but AMAO 3 has not been met for four consecutive years in the area of Language Arts and Math (Math was met in 2005-06). For AMAO 1 and 2, CELDT data was analyzed using the ELSSA instrument and District and Site data in the District Data Base, OARS.

**AMAO 1:** 73.8% of Beginning EL students met the target for AMAO 1. 69.9% of Early Intermediate students met the target, 46.4% of Intermediate level students met the target, 0% of Early Advanced and 100% of Advanced levels met the targets. At the individual sites, all sites met AMAO 1. Overall, 62.4% of EL students met AMAO 1. Even though LTUSD has met targets each year for AMAO 1, there are areas of concern as there is a considerable drop in students meeting the target at the Intermediate level, and no Early Advanced students meeting the target.

**AMAO 2:** Lake Tahoe Unified School District met AMAO 2 for the past 4 years. Each site met the goal except South Tahoe High School. CELDT data indicates that large numbers of students remain at the Intermediate and Early Advanced levels over time. 46% of the students in US schools 6 years or more are at the Intermediate level or below. 61% of EL students in US schools 5 years are at the Intermediate level or below. 80% of EL students in US schools for 4 years are at the Intermediate level. English Learners remain at the Intermediate level and do not move to the Early Advanced or Advanced levels. Even though 62.6% of EL students met AMAO 2, it is of great concern that 37.4% did not meet the objective.

**AMAO 3:** LTUSD has not met AMAO 3 for 4 consecutive years (except in Math in 2005-06). In the analysis of District level English Language Arts CST scores of English Learners, 64% of EL students at CELDT Proficient are scoring at Basic. 14% are scoring at CST Proficient or Advanced.

In analyzing data for all English Learners, English Learners are continuing to score at Basic, Below and Far Below Basic as they continue in the program over time. English Learners are not progressing to Proficient on CST. EL students

who are CELDT proficient are not scoring at CST proficient. Long term EL students are remaining at Basic and below.

In Math, 28% of CELDT Proficient English Learners are scoring at CST Basic. 45% are at Proficient or above. An analysis of data shows that English Learners are not progressing from Far Below Basic and Below Basic to Basic in Math . The students at the Basic level are not progressing to Proficient. Students remain at the Basic and Below Basic CST levels even after many years in the Lake Tahoe Unified School District and US schools.

Data on R-FEP students indicate that many R-FEP students who had been identified at the higher levels of CST Basic are not progressing to Proficient or above. 49% of R-FEP students remain at Basic or below.

CAHSEE results indicate that 24% of English Learners passed the English Language Arts assessment only 3% reached proficient. In Math, 34% passed and 13% reached proficient. 52% of students not passing the CAHSEE-ELA have been in US schools for 6 years or more, 58% in Math. Of R-FEP students, on the CAHSEE - ELA, 85% passed and 28% were proficient. In math 85% passed and 0% were proficient.

**Summary:** Data was analyzed at the District Level and at the individual site level. All analyses indicated that high numbers of English Learners are not demonstrating growth on the CST from Far Below, Basic and Below Basic to Basic and from Basic to Proficient and above. Significant numbers of these EL students have been in US schools for 4, 5, 6 years and more. Redesignated students are not demonstrating growth from high Basic to Proficient and above.

### **b. Strengths and Weaknesses of the Current Title III Improvement Plan Addendum or the Title I LEA Addendum.**

The Title III Improvement Plan Addendum identified needs as staff development for teachers, implementation of Avenues ELD at the Elementary level, appropriate ELD and Language Arts classes at the High School level, and appropriate placement and instruction for High School level students.

**Strenghts:** As per the ELD Plan Addendum, the Avenues ELD program was been implemented at all elementary schools. Training was provided for elementary teachers. **Language Arts and Math:** Full implementation of the Language Arts Program was a goal of the EL Plan Addendum, and the district has move forward in this area. All first-fifth grade teachers at the impacted Bijou site received training in Focused Approach (Houghton Mifflin Language Arts) for English Learners. At South Tahoe Middle School the High Point ELD/Reading Intervention program was provided for students two or more levels below grade-level. These students received additional High Point instruction to accelerate progress. At South Tahoe High School, the Visions ELD program has been implemented and expanded. Intervention programs at the elementary and secondary sites were implemented as per plan (READ 180, Read Naturally). Before and/or after school programs have been available at 3 sites. Plans are pending for the additional 2 sites. As per plan, Staff Development in Math on was offered on Staff Development days, as well as vocabulary and academic

language development for English Learners. Targeted English Learners received support in math during the school day and in after school programs at some sites. **Staff Development:** Step Up to Writing training has been available for all K-8 teachers. Some training for strategies for teaching English Learners in Content Areas has been provided for secondary teachers. GLAD training and/or support has been offered yearly and support classes in GLAD strategies have been provided. GLAD-ELD has been provided for K-5 teachers. **Parent Involvement:** On-going services are provided for Adult ELD and other parent services through Lake Tahoe Community College and the Family Resource Center. Each site provides parent education workshops based on identified needs, however this is an area of continued identified need. Latino Literacy Project has been implemented at the Bijou site.

**Weaknesses:** The level of implementation of Avenues varied at each site. Monitoring for full implementation was not always in place. Not all teachers participated in the provided training until fall of 2008. Focused Approach for Houghton Mifflin has not been available to all staff. Students in secondary core curriculum (advanced and R-FEP) Language Arts classes were not monitored for growth. Rosetta Stone is available on a limited basis only at the middle school. STHS identified a need at this level as appropriate support for A-G courses and sheltered classes for English Learners. In general monitoring and adjustment of program and curriculum with a focus on Intermediate and above students and R-FEP students is an identified weakness.

**Summary: Strengths and Weaknesses:** The appropriate programs have been implemented, and staff development has been provided as per the Title III addendum, however follow-up and monitoring of programs and instructional strategies has not been adequate. Not all programs have been fully implemented. Collaboration has been implemented, however, at 4 sites the amount of collaboration time is not adequate to provide time to analyze data and implement those items specific to English Learners. OARS data system has been fully implemented. This system now needs to be utilized to focus on English Learners. Based on data analysis, a weakness is the effective monitoring of Intermediate and above students, long-term EL's and RFEP students.

## 2. Identify Causes

**Problem:** CELDT data indicates that large numbers of students remain at the Intermediate and Early Advanced levels over time. 46% of the students are at the Intermediate level or below after 6 or more years in US schools. 61% of EL students are at the Intermediate level or below after 5 years in US schools.

**Problem:** CST data indicates that large numbers of EL students remain at the Basic and Below Basic level over time.

**Causes:** Based on data analysis, observation, interviews, and surveys the following causes of the above problems have been identified.

Elementary level: not all EL students have received daily ELD from a state approved program. In some cases, students have not been in CELDT level groupings for ELD until recently. Not all teachers had received Avenues ELD training until fall 2008.

- Secondary level: a lack of consistency of using EL strategies and a lack of focus on English Learners and intensive interventions were identified.
- Student placement in appropriate classes at the high school level is identified as a need.  
District-wide:
  - Some staff development was provided, but there is a need for more staff development for strategies to target Long Term English Learners, R-FEPS, academic language, vocabulary and ELD standards
  - Coaching and content experts are not available throughout the district or at each site.
  - During collaboration and data analysis, a focus on English Learners has been lacking.
  - At some sites, there is insufficient collaboration time to focus on English Learners
  - A lack of focus on English Learner objectives during instructional time (i.e. language objectives in addition to content objectives)
  - Parents do not always have an understanding of standards and expectations.

**Verification:** Classroom observation, staff interview, ELSSA survey, English Learner School –Level Tool (EL-SLT), site meetings, District EL Committee meetings.

### 3. Identify Solutions

**Through the careful analysis of data, interview, meetings with site representatives and administration, the following solutions have been identified.**

1. Full and consistent implementation of ELD programs and strategies and instruction at all grade levels and all ELD levels.
2. Full and consistent implementation of Language Arts Programs and interventions for English Learners and R-FEPS as needed, including before/after school programs.
3. Provide appropriate placement and courses for English Learners
  - a. Intervention
  - b. ELD
  - c. SDAIE
4. Full and consistent implementation of the newly adopted Math Programs and interventions for English Learners, including before/after school programs.
5. Staff Development for Administrators, teachers and instructional assistants in:

- Instructional strategies for Long Term English Learners and Redesignated students
  - ELD programs
  - Assessment, data analysis and goal setting for English Learners
    - Including pacing guides
  - Math Strategies and Intervention for English Learners (State adopted program)
  - Language Arts instruction and Intervention for English Learners (State adopted program)
  - Differentiated Instruction
  - ELD standards
  - Instructional strategies for the development and mastery of Academic language
6. Identify staff and trainings to provide coaching and content experts for staff support.
  7. Investigate means of providing additional collaboration time for some sites. Identify focused collaboration time for English Learners.
  8. Expand the use of technology to provide expanded opportunities for access to the curriculum. (Rosetta Stone, Fast Math, Read Naturally, United Streaming, Smart Boards, etc.)
  9. Use of the District assessment system, OARS, to monitor and focus instruction for English Learners including Advanced and R-FEP students
  10. Provide Parent Education activities, particularly in standards and expectations and promote parent/family involvement.

**Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction**

**Focus/Objective:** Full Implementation of ELD programs at all levels, K-12. Site Administrators will monitor implementation of placement, program, time requirements and strategies, including student learning and acceleration.

Specific Actions	Persons Responsible	Timeline	Estimated Cost	Funding Source
EL Students will be placed in appropriate Avenues ELD level groupings. CELDT scores and District Data will be used to identify students for appropriate placement.	Principals, teachers, EL Coordinator implementation and on-going instruction of approved programs. CELDT data	9/08 2/09 new CELDT scores will be analyzed for adjustment in placement.	0	

<p>A designated time, or period will be assigned by grade, grouping or language level. ELD instruction daily. <i>Elementary:</i> Designated block 4-5 days per week with a minimum of 30-40 minutes/day.</p>	<p>available on OARS for placement.</p>			
<p>State adopted or approved ELD materials will be used. (Avenues, High Point, Visions, Language Arts imbedded ELD Programs)</p>			<p>\$6000 for materials</p>	<p>Title I Supplemental Supplemental Instructional Materials</p>
<p>Principals will monitor ELD blocks through classroom visits-once every 10 days. Debrief/share progress monthly at leadership.</p>	<p>Superintendent, Principals</p>	<p>Begin 9/2008 Full implementation by 3/09</p>	<p>0</p>	<p>No funding required</p>
<p>Staff development will be provided for all appropriate staff in the approved/adopted programs as needed.</p>	<p>Professional Development Coordinator, EL Coordinator</p>	<p>April 1: survey staff June 1: Determine training and staff Summer/fall: provide training October 1: Follow-up</p>	<p>2009-10: \$5,000</p>	<p>Title I Title II Title III</p>
<p>Principals will participate in site visits to observe EL programs at sites throughout the district.</p>	<p>Principals</p>	<p>Feb. 2009</p>	<p>0</p>	<p>No funding required</p>

Provide training on ELD assessment and benchmarks for Avenues, High Point, Visions Enter into OARS data system	EL Coordinator, EL support teachers	2/09 staff needs assessment by site/program 3/09 begin training as needed 4/09 monitor data input	\$3000	Title I Title II, Title III,
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**Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction**

**Focus/Objective:** Provide appropriate instruction, instructional strategies, placement, intervention for English Learners, particularly long-term English Learners and R-FEP students.

Specific Actions	Persons Responsible/timeline	Timeline	Estimated Cost	Funding Source
Identify long-term English Learners using OARS and AERIES data. Identify R-FEPs.	Site Administrators, teachers, counselors	March. 1, 2009	0	
Identify placement in Language Arts program for time in instructional program, and interventions and appropriate placement, including before/after school focusing on Long-term ELs and R-FEPS.	Site Administrators, teachers, counselors	March 1, 2009		Title I Title II ELAP
Identify interventions for English Learners: short term, strategic, intensive at each site.	Site Administrators, teachers, counselors	By March 30, 2009	0	
Monitor progress of identified focus	Superintendent, Principals, Teachers	March 30, 2009	0	

students utilizing embedded assessments and OARS data every 6-9 weeks during collaboration and data meetings.				
Identify and provide professional development for strategies to target needs of long-term English Learners in Language Arts.	Principals, teachers, Prof. Development Coordinator and English Learner Coordinator, EL support teachers	Survey March 15, 2009 Training: Summer/fall 2009	\$5000	Title I Title II Title III
Identify targeted English Learners and R-FEP students to monitor during instruction and assessment. Teacher will focus on and monitor target students for success in program based on growth.	Principals, teachers	March 30, 2009	0	
Teachers will receive professional development using ELD standards in content areas. Teachers will include language objectives for English Learners and R-FEPS in all content lessons.	Prof. Dev, EL Coordinator, support teachers,	August/Sept. 2009	\$5000	Title I Title II Title III

**Standard B.1.e. All English Learners have Access to Appropriate Mathematics Instruction**

**Focus/Objective:** Provide instruction in Mathematics appropriate for all levels of English Learners.

<b>Specific Actions</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Identify English Learners and CELDT levels	Teachers use OARS data	2/09	0	
Provide appropriate placement, groupings, interventions (New adoption)	Site Administrators, counselors, teachers	3/09: review placement	0	
Monitor Progress of English Learners utilizing embedded assessments (new adoption) and OARS data during collaboration and data meetings.	Principals, Teachers	4/09 (3 times/year)	0	
Provide professional development in adopted materials/interventions targeting English Learners	Staff Dev. Coordinator	4/09: contact PD consultant. 9/09 PD	\$4000	

### **G.1.a Professional Development Includes Research-based Strategies to Improve EL Outcomes**

**Focus/Objective:** Administrators, teachers and instructional assistants will receive professional development to meet the needs of English Learners, particularly long-term English Learners in ELD, Language Arts, Mathematics including interventions for English Learners.

<b>Specific Actions</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Provide professional development in ELD strategies and use of State approved/adopted programs	Prof. Dev., EL Coordinator	9/08 Avenues (Mandatory) 3/09: Survey staff for additional needs in all ELD Programs. August/Sept: 09 : PD	\$5000	Title I Title II Title III
Provide	Prof. Dev	By 6/09:	AB472	Title I

professional development in use of R/LA programs focusing on components targeting English Learners	Coordinator, EL Coordinator, EL support teachers	contact HM for PD. By 9/09 Provide PD	reimburement	Title II Title III
Provide professional development in use of adopted Mathematics programs focusing on components targeting English Learners	Prof. Dev Coordinator, EL Coordinator, EL support teachers	SB472 was provided for new math adoption in 8/08 and 10/08. 50% of Elementary teachers participated. Secondary math strategies for EL's provided 9/08	\$6000	Title I Title II Title III
Provide professional development for identified EL support teachers	Prof. Dev Coordinator, EL Coordinator	Begin: 3/09	2008-09 \$5000 2010-11 \$8000	Title I Title II Title III ELAP EIA
Provide professional development for GLAD. Target grade level teams implementing GLAD. Identify District staff to provide some in-house staff development. Send new staff to GLAD training.	Prof. Dev Coordinator, EL Coordinator, Principals, teachers	Begin: 4/09	\$4000 08/09 \$4,000 09/10	Title I Title II Title III ELAP EIA
Provide professional development on	Prof. Dev Coordinator, EL Coordinator, support	3/09	\$5000	Title I Title II Title III

ELD standards including use of language objectives in all content areas	teachers			ELAP EIA
Investigate addition of collaboration time to sites with limited time	Superintendent, human resources director, principals	2007-08 Negotiations		
Provide training/discussion in focused collaboration for EL progress	Prof. Dev. Director, EL Coordinator, Principals, key staff.	March, 2009		Title 1, Title II, Title III

**D. Parent and Community Involvement**

**D.2.a. LEA Outreach Strategies Actively Involve Parents/Guardians of English Learners.**

**Focus/Objective:** Outreach strategies will be developed at District and sites to involve parents of English Learners as active participants.

<b>Specific Actions</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
STHS Community Liaison Activities	Principal, Community Liaison			CAHSEE
Bijou Community School Community Liaison: Outreach, Cafecitos parent informational meetings	Principal, Site Leadership, Community Liaison	11/09: Hire Liaison 1/09 Begin Cafecitos parent ed program	Site	
Family Resource Center site informational meetings regarding services available to the community	Director FRC	3/09	0	
AVID Site parent meetings	Site AVID teachers – 4 sites <b>Timeline:</b> Begin 9/08		0	

CBET classes: Extend ELD parent classes	EL Coordinator, Principals LTCC ELD Director	4/09	Babysitting \$1000	CBET
DELAC, ELAC, School Site Councils, PTO,	On-going		\$500	Title 1
Expand Latino Family Literacy Project	Principals, EL Coordinator	4/09	\$1000	CBET

**APPENDIX G**

Lake Tahoe Unified School District Staff Development Calendar

MONTH	Trainer	Dates	Duration	Target Audience
<b>APRIL</b>				
Netbook Training	In District Tech Trainer	4/29/2010	1 hour	K-5 Tech Leads
NCTM Annual Conference	Conference	4/21-24/2010	4-day Conference	9-12 Math Teacher
Data Analysis and Application Focus on Els	Sacramento COE	4/28/2010	Day 1	Principal + VP/Lead Teacher
<b>MAY</b>				
Netbook Training	In District Tech Trainer	5/6/2010	1 hour	K-5 Tech Leads
Netbook Training	In District Tech Trainer	5/13/2010	1 hour	K-5 Tech Leads
Netbook Training	In District Tech Trainer	5/26/2010	1 hour	K-5 Tech Leads
Step Up to Writing	Sopris West	5/21 & 26/2010	2-day Training	6-8 Gen & Spec Ed. Teachers
Title 1 Conference	Conference	5/24-25/2010	2-day Training	K-12 Principal/Staff
CTE Writing Institute	UCLA & CDE	5/16-19/2010	4-day Training	9-12 Principal/Staff
Data Analysis and Application Focus on Els	Sacramento COE	4/28/2010	Day 2	Principal + VP/Lead Teacher
<b>JUNE</b>				
GLAD Training	Rosenzweig & Wyffels	6/6-7/2010	2-day Training	K-5 Staff
CPR AED Training	Red Cross	6/24/2010	All Day	K-12 Staff
Netbook Training	In District Tech Trainer	6/10/2010	1 hour	K-5 Tech Leads
<b>JULY</b>				
AVID Summer Institute	Conference	7/12-16/2010	5-day training	9-12 AVID Teachers
SMARTboard Training	In District Tech Trainer	7/1-21/2010	Daily 1 on 1	9-12 Teachers
GLAD Coaching	Rosenzweig & Wyffels	7/13-14/2010	2-day coaching	K-5 Staff
TWI - CABE Conference	Conference	7/6-9/2010	4-day conference	PI Yr 5 School Staff
SB472 - READ 180	State Training	7/12-16-2010	5-day training	K-5 READ 180 Teacher
Netbook Training	In District Trainer	6/23/10 to 7/21/10	1 on 1	K-5 Staff-PI Year 5 School
<b>AUGUST</b>				
Academic Vocabulary and Student Engagement	El Dorado COE	8/23-24/2010	1 Day	
SIPPS - Beginning and Extension Levels	El Dorado COE	8/24/2010	1 Day	
EL Math Training	Sacramento COE	TBD	1 Day	
Step Up To Writing - Initial	Sopris West	8/24/2010	1 Day	K-5 Staff

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Lake Tahoe Unified School District Staff Development Calendar

MONTH	Trainer	Dates	Duration	Target Audience
EISS Training		8/23-24/2010	2- 1 Day Trainings	K Staff
Step Up To Writing - Refresher	Sopris West	8/25/2010	1 Day	
SMARTBoard Training	In District Tech Trainer	8/25/2010	1 Day	
Autism Spectrum Training	San Joaquin COE	8/23-25/2010	3-day Training	General Ed. Teacher/Principals
Netbooks - Beginning	In District Tech Trainer	8/23/2010	1 Day	
All Day PE Articulation	District PE Teachers	8/23/2010	1 Day	K-12 PE Teachers
GoogleAps & Create a Website	District Tech Trainer	8/24/2010	1 Day	9-12 Staff
Course of Study Writing	In District Trainer	8/24/2010	1 Day	9-12 Staff
Best Practices Collaboration	In District Trainer	8/23/2010	1 Day	9-12 Staff
Netbooks - Advanced	In District Trainer	8/23/2010	1 Day	
RTI <sup>2</sup> Training - Administrators	EDCOE	8/18/2010	1 Day	Administrators
LEA Plan Requirements - Administrators	In District Trainer	8/29/2010	1/2 Day	Administrators
District Action Plan - Administrators	Superintendent	8/29-30/2010	1.5 Days	Administrators
<b>SEPTEMBER</b>				
GLAD - Classroom Demonstration Days	Rosenzweig & Wyffels	9/13-16/2010	4-day Training	K-5 Staff
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
OARS Training	Red Schoolhouse Trainer	9/28/2010	1 day	9-12 Staff
EL & SWD Math Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training Follow-up	EDCOE	8/18/2010	1 Day	Administrators
<b>OCTOBER</b>				
ELA & SWD ELA Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
Elementary Math Training on MMH	EDCOE	TBD	1/2 day	K-5 Staff
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
RTI <sup>2</sup> Training - Sites	EDCOE	TBD	1 day	K-12 Staff
<b>NOVEMBER</b>				

**APPENDIX G**

Lake Tahoe Unified School District Staff Development Calendar

MONTH	Trainer	Dates	Duration	Target Audience
Professional Learning Communities (PLC)	Sacramento COE	11/2-3/2010	2-day Training	Principal + VP/Lead Teacher
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
Elementary Math Training on MMH	EDCOE	TBD	1/2 day	K-5 Staff
EL & SWD Math Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training Follow-up	EDCOE	8/18/2010	1 Day	Administrators
AB430 Training for remaining Admin	SCOE	TBD		Administrators
<b>JANUARY</b>				
PLC Staff Training	Admin	TBD	1/2 day	K-12 Staff
ELA & SWD ELA Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
RTI <sup>2</sup> Training - Sites	EDCOE	TBD	1 day	K-12 Staff
<b>FEBRUARY</b>				
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
EL & SWD Math Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training Follow-up	EDCOE	8/18/2010	1 Day	Administrators
<b>MARCH</b>				
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
ELA & SWD ELA Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training - Sites	EDCOE	TBD	1 day	K-12 Staff

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Lake Tahoe Unified School District Staff Development Calendar

MONTH	Trainer	Dates	Duration	Target Audience
PLC Staff Training	Admin	TBD	1/2 day	K-12 Staff
<b>APRIL</b>				
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
EL & SWD Math Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training Follow-up	EDCOE	8/18/2010	1 Day	Administrators
<b>MAY</b>				
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff
ELA & SWD ELA Intervention		TBD	During Staff/Collaboration or Data Meetings	K-12 Staff
RTI <sup>2</sup> Training - Sites	EDCOE	TBD	1 day	K-12 Staff
PLC Staff Training	Admin	TBD	1/2 day	K-12 Staff
<b>JUNE</b>				
SMARTboard Training	In District Trainer	TBD	1 on 1	K-12 Staff
Netbook Training	In District Trainer	TBD	1 on 1	K-12 Staff