

**No Child Left Behind Act of 2001**  
**Revised May 2015**  
**LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

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

**Tustin Unified School District  
Annual Plan Update - 2015**

---

**LEA Plan Information:**

---

Name of Local Education Agency (LEA): **TUSTIN UNIFIED SCHOOL DISTRICT**

County/District Code: **30 73643**

Dates of Plan Duration: **July 1, 2003 to June 30, 2016 (updated annually)**

Date of local governing board approval: **May 18, 2015**

---

District Superintendent: **Gregory A. Franklin, Ed.D.**

---

Address: **300 South C Street**

---

City: **Tustin** Zip code: **92780**

---

Phone: **(714) 730-7301** Fax: **(714) 832-8137**

---

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

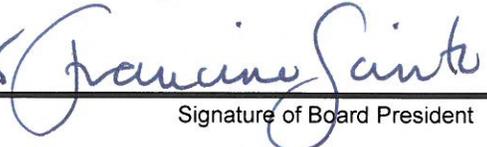
---

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

Gregory A. Franklin, Ed.D. 5/18/2015 

---

Printed or typed name of Superintendent Date Signature of Superintendent

Francine Scinto 5/18/2015 

---

Printed or typed name of Board President Date Signature of Board President

# TABLE OF CONTENTS

## ***Part I – Background and Overview***

<i>Background</i> .....	5
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process</i> .....	6
<i>Development Process for the LEA Plan</i> .....	7
<i>LEA Plan Planning Checklist</i> .....	10
<i>Federal and State Programs Checklist</i> .....	11
<i>District Budget for Federal Programs</i> .....	12
<i>District Budget for State Programs</i> .....	13

## ***Part II – The Plan***

<i>Needs Assessment Overview</i> .....	15
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i> .....	16
<i>District Profile</i> .....	17
<i>Local Measures of Student Performance</i> .....	19
<i>Performance Goal 1- English/Language Arts</i> .....	20
<i>Performance Goal 1 – Mathematics</i> .....	30
<i>Performance Goal 2 – English Learners</i> .....	39
<i>Performance Goal 3 – Highly Qualified Teachers</i> .....	47
<i>Performance Goal 4 – Safe and Drug-Free Schools</i> .....	54
<i>Performance Goal 5 – High School Graduates</i> .....	70
<i>Additional Mandatory Title I Descriptions</i> .....	75

### ***Part III - Addenda***

<i>Addendum 1: Title I LEA Addendum for 2014-15</i> .....	89
<i>Addendum 2: Title III Addendum for 2014-15</i> .....	100
<i>Addendum 2: Title III Assurances Signature Page</i> .....	123

### ***Part IV – Assurances***

<i>Assurances</i> .....	124
<i>General Assurances</i> .....	124
<i>Title I, Part A</i> .....	125
<i>Title I, Part D – Subpart 2</i> .....	127
<i>Title II, Part A</i> .....	127
<i>Title III</i> .....	128
<i>Title V, Part A</i> .....	128
<i>Additional LEA Plan Assurances</i> .....	129

### ***Appendices***

<i>Appendix A: California’s NCLB Performance Goals and Performance Indicators</i> .....	131
<i>Appendix B: Links to Data Web sites</i> .....	133
<i>Appendix C: Science-Based Programs</i> .....	134
<i>Appendix D: Research-based Activities</i> .....	136
<i>Appendix E: Promising or Favorable Programs</i> .....	137
<i>Appendix F: NCLB Legislation, Sections 1111 through 1120</i> .....	139
<i>Appendix G: Comprehensive Needs Assessment</i> .....	180
<i>Appendix H: ELSSA</i> .....	254
<i>Appendix I: Sample Site-based Single Plan for Student Achievement</i> .....	269

## **Part I: Background and Overview**

<i>Background</i> .....	5
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process</i> .....	6
<i>Development Process for the LEA Plan</i> .....	7
<i>LEA Plan Planning Checklist</i> .....	10
<i>Federal and State Programs Checklist</i> .....	11
<i>District Budget for Federal Programs</i> .....	12
<i>District Budget for State Programs</i> .....	13

## *Background*

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

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

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

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

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

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

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

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

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

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

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

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

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable

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

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

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

### ***Coordinated Compliance Review (CCR)***

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

### ***Development Process for the LEA Plan***

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the

web sites containing student and staff demographic information, SARC, STAR, and API data.) The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

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

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

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

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

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

## ***PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT***

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

## ***FEDERAL AND STATE PROGRAMS CHECKLIST***

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		Tobacco Use Prevention Education (Prop 99) (carry over only)
	Title IV, Part A, Safe and Drug-Free Schools and Communities (carryover only)		Immediate Intervention/ Under performing Schools Program
	Title V, Part A, Innovative Programs – Parental Choice		School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Tenth Grade Counseling
X	Career Technical Education		Healthy Start
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	IDEA, Special Education (includes ARRA)	X	Other (describe): Special Education (IDEA) State
	21 <sup>st</sup> Century Community Learning Centers	X	Other (describe): Local Control Funding Formula (referenced, but not included in budget)
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## *DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2014/15*

**Please complete the following table with information for your district.**

<b>Programs</b>	2013-14 District Carryovers	2014-15 District Entitlements* *includes \$ transferred in/out	2014-15 Direct Services to Students at School Sites (\$)	2014-15 Direct Services to Students at School Sites (%)
Title I, Part A	\$283,458	\$2,600,457	\$2,332,912	90%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	\$150,158	#385,463	\$435,621	92%
Title II, Part D, Enhancing Education Through Technology	N/A	N/A	N/A	N/A
Title III, Limited English Proficient	\$485,065	\$485,892	\$284,828	59%
Title III, Immigrants	\$0	\$44,414	\$13,025	29%
Title IV, Part A, Safe and Drug-free Schools and Communities	N/A	N/A	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	\$0	\$166,675	\$160,160	96%
McKinney-Vento Homeless Education	\$0	\$0	\$0	N/A
IDEA, Special Education	\$0	\$9,412,379	\$8,932,347,671	94.9%
21 <sup>st</sup> Century Community Learning Centers	N/A	N/A	N/A	N/A

## ***DISTRICT BUDGET FOR STATE PROGRAMS – 2014/15***

**Please complete the following table with information for your district.**

<b>Categories</b>	2013-14 District Carryovers	2014-15 District Entitlements* *includes \$ transferred in/out	2014-15 Direct Services to Students at School Sites (\$)	2014-15 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement	N/A	N/A	N/A	N/A
Child Development Programs	\$0	\$2,190,893	\$2,081,129	95%
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	N/A	N/A	N/A	N/A
Immediate Intervention/ Underperforming Schools Program (II/USP)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A

## Part II: The Plan

<i>Needs Assessment Overview</i> .....	15
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i> .....	16
<i>District Profile</i> .....	17
<i>Local Measures of Student Performance</i> .....	19
<i>Performance Goal 1- English/Language Arts</i> .....	20
<i>Performance Goal 1 – Mathematics</i> .....	30
<i>Performance Goal 2 – English Learners</i> .....	39
<i>Performance Goal 3 – Highly Qualified Teachers</i> .....	47
<i>Performance Goal 4 – Safe and Drug-Free Schools</i> .....	54
<i>Performance Goal 5 – High School Graduates</i> .....	70
<i>Additional Mandatory Title I Descriptions</i> .....	75

## *Needs Assessment*

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

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

### *Academic Performance*

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

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

### *Professional Development and Hiring*

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

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

### *School Safety and Prevention*

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

**The complete *Needs Assessment* is located in [Appendices G and H](#).**

### *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*

The Tustin Unified School District has a long history of excellence that continues to grow and be enriched by the accomplishments of its students, teachers, staff, and community. The District was established July 1, 1972, upon unification of the Tustin Elementary School District and the Tustin Union High School District.

The District offers a wide range of programs and support services for K-12 students and adults. It has committed itself to quality education on behalf of all students.

The mission of the Tustin Unified School District, a learning community rich in heritage and committed to a tradition of excellence, is to ensure that each student optimizes individual achievement through an educational system characterized by challenging and exciting curricula and inspiring personalized instruction, in partnership with our dynamic and involved communities.

- Located in the central part of Orange County, 37 miles southeast of Los Angeles and 88 miles north of San Diego, the Tustin Unified School District has 18 elementary schools, 5 middle schools, a K-8 school, 3 comprehensive high schools, a continuation high school, and alternative and adult education programs.
- The District includes the City of Tustin, portions of Santa Ana, the Foothills portion of the unincorporated area of Orange County and portions of the City of Irvine.
- The District serves 24,059 students, with a 2014-15 budget of approximately \$210 million.
- The District's ethnic population reflects that of the state of California: 46.8% Hispanic, 17.1% Asian, 2.2% Filipino, 2.0% African American, .2% American Indian, .3% Pacific Islander and 28.5% White.
- Tustin serves as a destination for non-English speaking immigrant families from 73 different counties. District students speak more than fifty (50) languages and 45% of students are either Limited English or Fluent English Proficient.
- The percentage of families receiving Free and Reduced Lunches has increased from 38% in 2002 to 40.7% in 2014.
- Seven District schools have received National Blue Ribbon School honors, while 24 schools have received California Distinguished School awards. Three District schools have received Title I Academic Achievement School awards, and one school was recognized as a Model Continuation School.
- High standards of excellence in academics, visual and performing arts, and athletics are the hallmarks for Tustin schools along with a major emphasis on educational technology in the classrooms.
- In past years, Tustin schools have been honored by *School Match*, the nation's largest school-selection consulting firm, with its prestigious "What Parents Want" award. Only 15 percent of the nation's school districts have received the award.

- Many residents choose to live and remain in Tustin because of the area's highly rated high schools. Foothill and Tustin High Schools have produced scores of National Merit Scholars. Nearly 85 percent of all District graduates attend colleges and universities. The District's 2013-14 (most recent) graduation rate is 97.0%.
  
- Teacher of the Year Awards / School:
  - 2012-13 California Teacher of the Year – Beckman High School
  - 2012-13 Orange County Teacher of the Year – Peters Canyon Elementary
  - 2011-12 Orange County Teacher of the Year – Lambert Elementary School.
  - 2007-08 Orange County Teacher of the Year – Hewes Middle School
  - 2003-04 California Teacher of the Year – Tustin High School

## *Local Measures of Student Performance*

(*other than State-level assessments*)

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

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

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

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

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

Tustin Unified School District has a robust local assessment system aligned with the Common Core State Standards (CCSS) in English/Language Arts and Mathematics. Students are tested during checkpoint periods in both curriculum embedded assessments as well as CCSS standards-based assessments tied to District pacing guides.

Teachers using the TUSD Local Assessment System report it provides information for school improvement and accountability. Test results are available to all teachers on a web-based data management system. Results show student performance by standard, which assists teachers in developing focused teaching strategies to enhance student learning. Test results are also used to report data for the school improvement process. The TUSD Local Assessment System – including instruments, policies, practices, and uses – is fair, unbiased, and reflects a student’s understanding of the California Content Standards.

Teachers and administrators systematically discuss assessment practices and student and program progress with students, families, and the community. Teachers communicate, in ordinary language, the purposes, methods, and results of assessment. They focus on reporting what students know and are able to do, what they need to learn, and what will be done to facilitate improvement.

The Tustin Local Assessment System continues to grow as new needs are addressed. All decisions regarding the implementation of new assessments are data-driven.

**\*Please see the complete needs assessment in the Appendix of this document.**

***Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by June 2018.***

***Planned Improvement in Student Performance in Reading***

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

Description of Specific Actions to Improve Education Practice in READING	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b> The District will take the following steps to align instruction with State content standards:				
1) Elementary and middle school teachers will receive ongoing professional development in the use of adopted English/language arts materials which are aligned to Common Core State Standards.	Educational Services	Teacher Training; Materials	\$18,402	Title I, II(A), LCFF (Specified in LCAP)
2) Site administrators/teachers will review the English/language arts CCSS for their grade level(s) on a regular basis through grade level and department meetings and in planning instruction.	Educational Services Site Administrators Teachers	Materials; Supplies	\$3,500	Title I, II(A), III; LCFF (Specified in LCAP)
3) Teacher recruitment, supervision, and evaluation decisions will focus on the implementation of strategies supporting CCSS implementation.	Personnel Division Site Administrators Teachers		\$1,000	
4) All adopted textbooks and supplemental instructional materials will be research-based and focus on best educational practice and aligned with the CCSS and State Content Standards for History/Social Science and Science.	Educational Services Site Administrators Teachers	Materials; Supplies		Title I, II(A)
5) District procedures for an annual in-depth data analysis of State/District/classroom/course assessments for the District/school sites will be refined on an ongoing basis. a) Data analysis will focus on the CCSS to identify areas of strength and areas needing improvement. b) Data analysis will be used as a base for the development of District and school site plans.	Educational Services	Data Management System	\$96,000	Title I, III; LCFF (Specified in LCAP)

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6) Throughout the course of the year, teachers will use District assessment data to monitor student achievement to ensure continuing alignment to CCSS and identify student needs for subsequent modification of instruction. a) A regular analysis of assessments will be completed by grade level and school. b) For continual improvement of instructional practice, a collaborative process will be enhanced through staff meetings, principals’ meetings, professional development sessions, and Professional Learning Communities.	Educational Services Site Administrators Teachers	Tustin Local Assessments DIBELS Reading Assessment. Notebook	\$25,000	Title I EIA (Carry-over)
7) The development of annual Single School Plans will be based upon data-analysis and student mastery of CCSS. Funding will be aligned to improvement targets.	Educational Services Site Administrators Teachers	Single Plan for Student Achievement	\$200,000	
8) All first and second year teachers will participate in BTSA, which focuses on the development of teachers’ knowledge and understanding of CCSS and State/District content standards and assessments.	Educational Services BTSA Coordinator Site Administrators Teachers	Professional Development	\$250,000	Title II
9) District/site administrators will ensure continued instructional focus on the CCSS through classroom observations and the formal teacher evaluation process.	Educational Services Site Administrators Teachers	Professional Development	\$10,000	Title II(A)
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
1) The District will purchase standards-based instructional materials from the state-adopted list (K-8).	Educational Services Site Administrators Teachers	Textbooks	\$1,400,000	LCFF (Specified in LCAP)
2) Prior adoption materials will be collected from the school sites to ensure usage of newly adopted, standards aligned materials with fidelity.	Educational Services Site Administrators Teachers			
3) Parents will be informed about CCSS and State/District content standards and assessments through Back-to-School Night presentations, Open House, parent conferences, District brochures, and school communications.	Educational Services Site Administrators Teachers			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4) Teachers will regularly examine student work samples at each grade level/department meetings relative to the standards to ensure all students are mastering grade level CCSS and State/District content standards.	Site Administrators Teachers	Late Start/Banking Minutes Programs		Title I (Site-based)  EIA (Carry-over) (Site-based)
5) Teachers will work as grade level/department teams to ensure the pacing of instruction, with the use of pacing guides, is appropriate to meet the CCSS and State/District grade level standards for each student.	Site Administrators Teachers			
6) Teachers will work directly with the District/site administration, BTSA, and other support staff to ensure instructional strategies are in alignment with CCSS and State/District standards.	BTSA Consultant Site Administrators Teachers	Professional Development		Textbook Publisher
<b>3. Extended learning time:</b>				
1) Schools will offer additional support for identified at-risk students through Title I, Special Education, English Language Development, RtI programs, and Jump Start.	Site Administrators Teachers			EIA (Carry-over), Title I (Site-based)
2) The District will continue to implement RtI in grades K-5 to support reading instruction using systematic, explicit reading/writing strategies.	Site Administrators Teachers			
3) The District will offer/collaborate with community groups and agencies to provide extended learning activities for interested students.	Educational Services Site Administrators Teachers	Increased number of teachers	\$1,057,975	State ASC funding
4) The District's Homework Policy encourages parents as partners in student learning.	Educational Services Site Administrators Teachers	Materials Teacher time	\$50,000	Community funding; TPSF
5) Individual schools and Adult Education will offer CAHSEE classes during school to assist students who have not passed the CAHSEE.	Site Administrators	Materials Teacher time	\$75,000	(Site-based)
6) Identify students who are not performing at grade level and place them in scientifically-based ELA intensive intervention in lieu of the core curriculum.	Educational Services Site Administrators Intervention TOSA			
7) K-12: Implement the Response to Instruction (RtI) process at each site, providing interventions and advanced instruction based on identified student needs in ELA.	Educational Services Site Administrators Intervention TOSA			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8) Provide intensive intervention during the regular school day. For students in grades 4-12, provide additional time up to 2 periods of English.	Educational Services Site Administrators Intervention TOSA Teachers			
9) Instructional coaches will support teachers in PI schools by implementing research-based strategies to close the achievement gap in ELA.	Educational Services Site Administrators Instructional Coaches Teachers		\$225,000	Title I, Year 3 PI Corrective Action Grant
<b>4. Increased access to technology:</b>				
1) The District’s approved Technology Plan ensures that a state-of-the-art network and equipment is available to students at each school site.	Educational Services Business Services	Equipment	\$400,000	Title II (D) Site-based funds Measure S LCFF (Specified in LCAP)
2) To support reading improvement, access to state-of-the-art technology labs, one-to-one devices, and classroom/library technology will be supported by the District and school sites. a) Use of software to promote reading skill development will include programs such as Accelerated Reader, Reading Counts, and Tier II intervention software.	Educational Services Site Administrators Teachers	Software Tech Support	N/A	Site-based funds
3) District staff and students will utilize technology, including 1:1 devices, to enhance the instructional program with 21 <sup>st</sup> Century/College and Career Readiness Skills.	Educational Services Site Administrators Teachers	Network Network Support	N/A	Site-based funds Measure S LCFF (Specified in LCAP)
4) Teachers and students will access a wide variety of technology to enhanced instruction and learning, i.e., computers, videos, web-based resources, LCD projectors, learning management systems, Interactive White Boards, video cameras, and tablets.				

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

*Planned Improvement in Student Performance in Reading*

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

Description of Specific Actions to Improve Education Practice in READING	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5) Digital Learning Coaches will provide support and leadership with the use of technology as tools to enhance the instructional program.	Educational Services			
6) District and schools will post information in a timely manner on the learning management system and websites for access by parents, students, and community members.	Educational Services Site Administrators Teachers	Tech Support	N/A	Site-based funds
<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				
1) Professional development in ELA will be provided for site administrators, teachers and instructional support personnel. a) K-12 administrators and teachers will attend professional development on Signature Practices, such as: Balanced Literacy, Write from the Beginning, Expository Reading and Writing Course (ERWC), Readers' Workshop, and Writers' Workshop.	Educational Services; Site Administrators; Teachers; Outside Consultants; Writing Coaches	Consultants; Materials	\$250,000	Title I; Title II; Title III; EIA (Carry-over)
2) Sites will participate in professional development activities throughout the school year with a specific emphasis on CCSS instruction, instructional materials and resources, instructional models, CCSS lesson plan design, and research-based proven strategies.	Educational Services; Site Administrators; Teachers, Outside Consultants			
3) First and second year teachers will participate in BTSA with activities that focus on the use of CCSS reading materials and approaches.	BTSA Coordinator	Teacher Time; materials	\$50,000	Title II, A
4) As the District continues to implement Signature Practices, all teachers and site administrators will participate in professional development on the use of those materials.	Educational Services; Site Administrators; Teachers	Teacher Time; Materials; Consultants	\$5,000	Publishers; Title II
5) Teachers participate in monthly PLC meetings where they receive specific training and information and have the opportunity for articulation and collaboration.	Educational Services; Site Administrators; Teachers			
6) Teachers at all grade levels will have opportunities to participate in comprehensive professional development activities, seminars, workshops, and trainings held within the District, county, region, and State.	Educational Services; Site Administrators; Teachers	Consultants; Workshops; Materials	\$800,000	Common Core Funds

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

*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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
1) Every school will have regular School Site Council meetings with staff and parent elected representatives. a) Each Site Council will receive regular updates on student assessment results in reading and communicate results to the entire school community. b) The Site Council will provide an opportunity to give input regarding improving school reading programs.	Site Administrators; Teacher Representatives; parents	Supplies	N/A	Site-based
2) Schools identified as Title I schools will have a Title I Annual Parent Meeting at least annually. During this meeting the Title I Parent Policy and Home/School Compact will be reviewed and revised.	Site Administrators; Teacher Representatives; parents	Supplies	N/A	Site-based
3) Schools with at least 21 English learners will develop a parent committee (English Learner Advisory Committee). a) Representatives at ELAC meetings will receive regular updates on student assessment results for English Learners in reading and will communicate results to the entire school community. b) Additionally, these committees will be provided specific information about English Learner programs. c) These committees will provide an opportunity to give input regarding improving school reading programs.	Site Administrators; Teacher Representatives; parents	Supplies Training	N/A	Site-based
4) Parents will be invited to two scheduled parent conferences at which time teachers will discuss the school’s reading program and student’s assessment results. (K-8 and 9–12)		Parent Conference Days		Site-based
5) Title I parents/students will enter into an agreement (Compact) with the schools to ensure there is a partnership to support learning between the home and school. a) Teacher, student, and parent will sign a Compact annually.	Site Administrators; Teachers; parents			
7) Annually, the Board of Education will receive a comprehensive report detailing student achievement in reading and all areas of assessment.	Educational Services			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

*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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8) Each school will prepare and make available regular newsletters to parents containing information and requesting timely information from parents.	Site Administrators; Teacher; Parents			
9) The District website and school Web Pages will contain printed information for parent and community access.	Information Services			
10) A District-wide newspaper, School News Roll Call, will be distributed to all students in elementary schools, and provided in varying amounts in the middle and high schools. Over 30,000 copies are printed 4 times per year at no cost to the schools. This newspaper provides information to the community regarding events at each of the 29 school sites.	Communications Department			
11) Schools provide communication with parents using a web-based telephone calling system which contains a message from the school principal of importance to parents.	Communications Department			
<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
1) To ensure mastery of CCSS in reading, Title I students will receive instruction in research-based strategies used by successful readers.	Educational Services; Site Administrators; Teachers and support staff at Title I schools		\$5,195	Title I,A
2) To ensure mastery of their Individualized Educational Plan (IEP) goals and/or grade level standards in reading, special education students will receive instruction in research-based strategies used by successful readers.	Special Education teachers and support staff			
3) The Kindergarten Readiness program serves low-income students..	Educational Services	Facilities; Materials	\$191,759	Kindergarten Readiness Grant
4) State approved, research-based instructional materials will be used to support the basic reading program.	Educational Services			
<b>8. Monitoring program effectiveness:</b>				
1) The Board of Education and administration will support the Public School Accountability Act.	Board of Education; Staff		\$0	

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***Planned Improvement in Student Performance in Reading***

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

<b>Description of Specific Actions to Improve Education Practice in READING</b>	<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
2) The District will implement its own assessments in English/language arts.	Educational Services	Supplies Data Warehouse	\$80,000	Title I, A; Title III
3) All test data, Annual Performance Indicators (API) and Annual Yearly Progress (AYP) will be used to monitor programs and drive changes in instructional practice. The District data management system will be used to provide teachers with local and state assessment results.	Educational Services; School Sites	Local ELA Performance Task; DIBELS Next; Local ELD Assessments; Curriculum Embedded Assessment; Local ELA Checkpoint Assessments	\$25,000	Title II, A Title III
4) Each site will have a Single School Plan for Student Achievement. a) The principal and Site Council will monitor student progress and make needed revisions in the school plans.	Site Administrator; School Site Council Principals, teachers, School Site Council	Document Tracking Services	\$4,565	Title I, A
5) Teachers will regularly assess students' mastery of CCSS by examining student work. Re-teaching will occur as needed.	Teachers	Professional Development		
6) Special Education students' progress will be regularly evaluated based upon IEP goals and CCSS.	Special Education	Illuminate	\$96,000	
7) Student progress will be evaluated annually using disaggregated data from CST/CMA and District assessments (2013-14). In 2015, SBAC data will be utilized. a) School Profiles showing longitudinal results of the percent of students reaching proficiency in English/Language Arts will be developed annually and provided to principals and staff. Longitudinal data will show school wide and significant subgroup, and individual student growth. b) Data meetings will be held annually with site principals and District staff to review growth trends and strategies for improvement.	Educational Services          Educational Services; School Sites	Professional Development Data Meetings with Principals		

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

*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 <b>READING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6) The District will regularly conduct a self-review of student achievement including those served by Title I and Title III funding, and report findings to parents and community through newsletters, meetings of the School Site Councils, advisory meetings, and the Board of Education.				
<b>9. Targeting services and programs to lowest-performing student groups:</b>				
1) Students in identified grade levels scoring “below basic” or “far below basic” on CST will be provided small group tutorial support through the Title I program at Title I schools offered by highly qualified teachers and support staff. For the 2014-15 school year, site-based and District checkpoint assessments will be used to target services.	Title I Schools; Educational Services; Personnel Services	Materials; Teacher Time	\$5,033	Title I, A
2) Students in Program Improvement Year 2+ schools will continue to have the opportunity to apply for SES tutoring. Tutoring will be provided to those students in greatest academic need.	Title I PI Year 2+ Schools		\$365,033	Title I Set-Aside
3) Special Education students will receive intensive individualized support through a continuum of services (e.g., push-in, learning center, special day class, designated instructional services) staffed by special education teachers and/or specialists to support reading skill development based upon IEP goals.	Special Education / General Education			
<b>10. Any additional services tied to student academic needs:</b>				
1) K-8 students will have access to motivational reading comprehension programs and Tier II intervention programs to enhance their practice and application of reading comprehension skills	School Sites			
2) Students at the secondary level will be afforded a strategic reading course to support their progress in English/language arts.	Educational Services; School Sites			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***Planned Improvement in Student Performance in Reading***

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

<b>Description of Specific Actions to Improve Education Practice in READING</b>	<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
3) English learners in 6 <sup>th</sup> through 12 <sup>th</sup> grades who are enrolled in English Language Development courses will access the CCSS through <i>Inside</i> and <i>Edge</i> materials. Mainstreamed English learners will access the CCSS through RtI materials and supports.	Educational Services			LCFF (Designated in LCAP)

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by June 2018.***

***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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b>				
The District will take the following steps to align instruction with State content standards:				
1) Emphasis on alignment of instruction to District mathematics standards will be incorporated regularly in PLC and professional development activities.	Educational Services	Teacher Training; Materials	\$10,000	Title I, II
2) Site administrators/teachers will review the CCSS for Mathematics when planning instruction and analyzing test data.	Educational Services Principals			
3) Teacher recruitment, supervision, and evaluation decisions will focus on the implementation of strategies supporting CCSS	Site Administrators; Teachers	Materials; Supplies	\$3,500	Title I, II
4) All adopted textbooks and supplemental instructional materials will be research-based, focus on best educational practices and align with the CCSS.	Educational Services; Site Administrators; Teachers	Materials; Supplies	\$1,000	Title II, A
5) An annual in-depth analysis of assessment data for the District and school sites will continue. a) Data analysis will focus on CCSS to identify areas of strength and areas needing improvement. b) Data analysis will be used as a base for the development of District and school site plans.	Educational Services Principals	Materials; Supplies Illuminate		Title I, II

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6) Throughout the course of the year, teachers will use District assessment data to monitor student achievement, to ensure continuing alignment to CCSS, and identify student needs for modification of instruction. a) A regular analysis of assessments will be completed by grade level and school. b) For continual improvement of instructional practice, a collaborative process will be implemented through PLCs and ongoing professional development sessions.	Educational Services; Site Administrators; Teachers	Checkpoint Assessments; Adopted materials assessments	\$6,000	Site-based funds
7) The development of annual school plans will be based upon data-analysis and student mastery of CCSS. Funding will be aligned to improvement targets.	Educational Services; Site Administrators; Teachers	School Plan	\$10,000	Title I, A
8) All first and second year teachers will participate in BTSA, which focuses on the development of teachers' knowledge and understanding of CCSS and assessments.	Educational Services; BTSA Coordinator; Site Administrators; Teachers	Professional Development	\$200,000	Title II
9) District/site administrators will ensure continued instructional focus on CCSS through classroom observations and the formal teacher evaluation process.	Educational Services; Site Administrators; Teachers	Professional Development	\$10,000	Title II
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
1) The District will purchase/make available standards-based instructional materials and resources from the state-adopted list (K–12).	Educational Services; Site Administrators; Teachers	Textbooks and Web-based resources	\$1,000,000	LCFF (Designated in LCAP)
2) The District textbook/materials selection rubric and adoption tool kit will be used to ensure alignment of materials proposed for adoption.	Educational Services; Site Administrators; Teachers			
3) Parents will be informed about CCSS and assessments through Back-to-School Night presentations, Open House, parent conferences, District brochures, school communications, and District and school web sites.	Site Administrators; Teachers			
4) Teachers will regularly examine student work samples at each grade level/department meeting relative to the CCSS to ensure all students are mastering grade level standards.	Site Administrators; Teachers			
5) Teachers will work as grade level/department teams to ensure the pacing of instruction is appropriate to meet grade level standards for each student.	Site Administrators; Teachers			Textbook Publisher

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6) Teachers will work directly with District/site administration, BTSA, and other support staff to ensure instructional strategies are in alignment with CCSS.	BTSA Coordinator; Site Administrators; Teachers	Professional Development		
<b>3. Extended learning time:</b>				
1) Individual schools will offer before/after school learning opportunities to support needs of students.	Personnel Services			
2) Schools will offer additional support for identified at risk students through Title I, Special Education, English Language Development and RtI program(s).	Site Administrators; Teachers			Title I (Site budgets)
3) The District will continue to implement class-size reduction in grades TK – 3 to support mathematics instruction.	Site Administrators; Teachers	Increased number of teachers	\$500,000	LCFF (Specified in LCAP)
4) The District will offer/collaborate with community groups and agencies to provide extended learning activities (e.g. Summer STEAM program, 6-12 Math acceleration, credit-recovery courses, and remediation courses) for interested students.	Educational Services; Site Administrators; Teachers	Materials; teacher time	\$50,000	LCFF (Specified in LCAP)
5) The District’s Homework Policy encourages parents as partners in student learning.	Educational Services; Site Administrators; Teachers			
6) Grades 9-12: Identify and place at-risk students in Math CAHSEE preparation courses.	Directors, Elem. & Sec. Ed. Principals Teachers		\$9,500 per period (site-based)	Site-based
7) Continue to use <i>Illuminate DnA</i> as a data warehouse and analysis tool.	Director, Assess/Eval		\$90,000	Title I, Title III
<b>4. Increased access to technology:</b>				
1) The District’s approved Technology Plan ensures state-of-the-art network and equipment is available to students at each school site.	Educational Services; Business Services	Equipment	\$400,000	E-Rate Measure S CTAP Grants
(2) District staff and students will utilize technology, including 1:1 devices, to enhance the instructional program with 21 <sup>st</sup> Century/College and Career Readiness Skills.	Educational Services Site Administrators Teachers	Network Network Support	N/A	Site-based funds Measure S LCFF (Specified in LCAP)

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Teachers and students will access a wide variety of technology to enhanced instruction and learning, i.e., computers, videos, web-based resources, LCD projectors, learning management systems, Interactive White Boards, video cameras, and tablets.				
4) Digital Learning Coaches will provide support and leadership with the use of technology as tools to enhance the instructional program.	Educational Services		\$323,000	LCFF (Specified in LCAP)
5) District and schools will post information in a timely manner on the learning management system and websites for access by parents, students, and community members.	Educational Services Site Administrators Teachers	Tech Support	N/A	Site-based funds
6) District staff and students will utilize technology, including 1:1 devices, to enhance the instructional program with 21 <sup>st</sup> Century/College and Career Readiness Skills.	Educational Services Site Administrators Teachers	Network Network Support	N/A	Site-based funds Measure S LCFF (Specified in LCAP)
7) Teachers and students will access a wide variety of technology to enhanced instruction and learning, i.e., computers, videos, web-based resources, LCD projectors, learning management systems, Interactive White Boards, video cameras, and tablets.				
8) Digital Learning Coaches will provide support and leadership with the use of technology as tools to enhance the instructional program.	Educational Services			
<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1) Professional development in mathematics will be provided for site administrators, teachers and instructional support personnel. a) Elementary administrators and teachers receive professional development in mathematics. b) Sessions will be provided for teachers on improving mathematics-instruction. c) Additional staffing, training, and support for English Learners and at-risk students. d) The District will provide opportunities for teachers to expand and enhance their knowledge and skills in teaching mathematics.	Educational Services; Site Administrators; Teachers; Outside Consultants	Consultants  Materials	\$982,670  \$47,446	Title III  LCFF (Specified in LCAP)
2) District teachers will participate in professional development activities throughout the school year with a specific emphasis on CCSS instruction, instructional materials, and research-based strategies.	Educational Services; Site Administrators; Teachers, Outside Consultants			
3) First and second year teachers will participate in BTSA with activities that focus on the use of CCSS mathematics materials and approaches.	BTSA Coordinator	Teacher Time; materials	\$50,000	LCFF (Specified in LCAP)
4) As the District adopts and implements new CCSS mathematics materials, all teachers and site administrators will participate in professional development on the use of those materials.	Educational Services; Site Administrators; Teachers	Teacher Time; Materials; Consultants	\$5,000	Publishers; Title II, A
5) Teachers will participate in monthly PLC meetings where they will receive specific training and information and have the opportunity for articulation and collaboration.	Educational Services; Site Administrators; Teachers			
6) Teachers at all grade levels will have opportunities to participate in comprehensive professional development activities, seminars, workshops, and trainings held within the District, county, region, and state.	Educational Services; Site Administrators; Teachers	Consultants; Workshops; Materials	\$8,000	Title I; ; Title II; Title III; EIA (Carry-over)
7) Grades K-12: Continue to develop Professional Learning Communities (PLCs) with data Analysis Meetings. Focus on teacher-analysis of Mathematics data for all students and subgroups, leading to adjustments in instructional strategies, student placement, etc. Also focus on CAHSEE outcomes.	Directors, Elem. & Sec. Ed. Principals Teachers			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10) Instructional coaches will support teachers in PI schools by implementing research-based strategies to close the achievement gap in Math.	Educational Services Site Administrators Instructional Coaches Teachers		\$225,000	Title I, Year 3 PI Corrective Action Grant
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
1) Every school will have regular School Site Council meetings with staff and parent elected representatives. a) Each Site Council will receive regular updates on student assessment results in mathematics and communicate results to the school community. b) The Site Council will provide an opportunity for input regarding improving school mathematics programs.	Site Administrators; Teacher Representatives; parents			
2) Schools identified as Title I schools will have a Title I parent advisory meeting at least annually at which the Home/School Compact and Title I Parent Policy is reviewed and updated per parent input.	Site Administrators; Teacher Representatives; parents			
3) Schools with at least 21 English learners will develop a parent committee (English Learner Advisory Committee). a) Representatives at ELAC meetings will receive regular updates on student assessment results for English Learners in mathematics and communicate results to the entire school community. b) Additionally, these committees will be provided specific information about the English learner programs provided for their children. c) These committees will provide an opportunity for input regarding improving school mathematics programs.	Site Administrators; Teacher Representatives; parents		\$446	Title I, A
4) The District will send each parent his/her student's individual CAASPP and CAHSEE results.	Educational Services			
5) Parents will be invited to two scheduled parent conferences at which time teachers discuss the school's mathematics program and student's assessment results.	Site Administrators; Teacher; Parents	Parent Conference Days	\$2,000	

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6) Title I parents/students will enter into an agreement (Home/School Compact) with the schools to ensure there is a partnership to support learning. a) Parents will annually review, provide input on, and sign the Home/School Compact.				
7) The Board of Education will receive a comprehensive report detailing student achievement in mathematics and all areas of assessment annually.				
8) Each school will regularly prepare and publish newsletters to parents on the web and/or in print. a) When applicable, newsletters will be printed in English and Spanish.				
9) The District web site and school web pages will contain printed information for parent and community access.	Information Services			
10) A District wide newspaper, School News Roll Call, will be distributed to all students in elementary schools, and provided in varying amounts to the middle and high schools. Over 30,000 copies are printed each month at no cost to the schools. This newspaper provides information to the community regarding events at each of the 29 school sites.				
11) Schools will communicate with parents using a telephone system which contains a message from the school principal of importance to parents.				
<b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>				
1) Title I teachers and support staff will assist targeted students to improve academic achievement in CCSS mathematics knowledge, application, and skills.	Educational Services; Site Administrators; Teachers			
2) Special education teachers and support staff will assist identified students to improve academic achievement in CCSS mathematics knowledge, application, and skills ensuring their mastery of their Individualized Educational Plan (IEP) goals and/or grade level CCSS in mathematics.	Special Education			
3) State approved, research-based instructional materials will be used to support the basic mathematics program.	Educational Services	Materials	\$200,00	LCFF (Specified in LCAP)

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5) SES tutoring will be offered to students in Title I School Improvement Year 2+ schools. Students with the greatest need for tutoring will have first priority.	Educational Services Director, Assessment and Evaluation		\$320,000	Title I Set-Aside funds
<b>8. Monitoring program effectiveness:</b>				
1) The Board of Education and administration will support the Public School Accountability Act.	Board of Education; Staff			
2) The District will implement its own CCSS checkpoint assessments in mathematics.	Educational Services	Local Assessments	\$25,000	Title I; Title III
3) All test data, Annual Performance Indicators (API) and Annual Yearly Progress (AYP) will be used to monitor programs and drive changes in instructional practice when needed.	Educational Services; School Sites			
4) Each site will have a Single School Plan for Student Achievement. a) The principal and Site Council will be responsible for monitoring student progress and making needed revisions.	Site Administrator; School Site Council			
5) Teachers will regularly assess students' mastery of standards by examining student work. Re-teaching will occur as needed.	Teachers			Site-based
6) Special Education students' progress will be regularly evaluated based upon IEP goals and grade level standards.	Special Education			IDEA
7) Grades K-12: Monitor Mathematics pacing guide implementation in all math courses through classroom observations, PLC agendas, and lesson plans.	September 2013 & at least 3x per year Directors, Elem. & Sec. Ed. Principals Teachers			Embedded in Principals' salaries \$12,000
8) Student progress will be evaluated annually using disaggregated data from CAASPP and District assessments. a) A study using data for multiple years will be used to track the effectiveness of the Title I, English Learners, Special Education and other subgroups. b) Data will include the successful rates of students exiting the programs due to substantial achievement.	Educational Services			

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9) The Educational Services staff will regularly conduct a self-review of student achievement including students in categorically funded programs and report the findings to parents and community through newsletters, meetings of the School Site Councils, advisory meetings, and the Board of Education.	Educational Services; School Sites			
<b>9. Targeting services and programs to lowest-performing student groups:</b>				
1) Students in identified grade levels scoring “below basic” or “far below basic” on CAASPP tests will be provided small group tutorial support through the Title I program at Title I schools offered by highly qualified teachers and support staff.	Title I Schools; Educational Services; Personnel Services	Materials; Teacher Time	\$1,000,000	Title I; Hourly Programs
2) Title I students may be offered the opportunity to participate in an intensive summer/Jump Start mathematics program to develop mathematics knowledge and skills as funding permits.	Title I Schools			
3) Special Education students will receive intensive individualized support through learning centers staffed by special education teachers and/or specialists to support mathematics skill development based upon the IEP goals.	Special Education			
4) SES tutoring will be offered to students in Title I School Improvement Year 2+ schools. Students with the greatest need for tutoring will have first priority.	Educational Services Director, Assessment and Evaluation		\$320,000	Title I Set-Aside funds
<b>10. Any additional services tied to student academic needs:</b>				
1) Supplemental resources, including digital resources for support for all students, remedial and extended, will be available.				
2) Secondary students identified at-risk are provided a math support class, and high school students who have not passed the California High School Exit Exam (CAHSEE) will receive a CAHSEE Math course to support their progress in mathematics.	Mathematics Teachers	Materials		Title I; (CAHSEE)

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>	<b>1 (Per Sec. 3116(b) of NCLB, this Plan must include the following:</b>	
	a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	a. Tustin Unified School District provides programs incorporating English Language Development to help students learn English and Specially Designed Academic Instruction in English to help students master state academic content standards. The Structured English Immersion programs provide instruction primarily in English and include a simultaneous ELD program and sheltered English content with primary language support as needed. The English Language Mainstream programs provide instruction overwhelmingly in English targeted to grade level standards. Students are provided appropriate additional services to ensure access to the core curriculum.
	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	b. Title III funds are used to provide instructional materials for English Language Development and materials designed to help ELs access the core curriculum. Funds are also used to provide training for teachers in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet state standards in reading and math.

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>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 ENGLISH LEARNERS students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul>	<p>c. The EL Subject Area Council (SAC) is composed of teachers at each site who are provided training in the legal requirements of State and Federal programs for English learners, peer coaching, instructional strategies to develop academic language, and further instructional strategies for the implementation of English Language Development (ELD).</p> <p>All students, including English Learners, will participate in the statewide assessment program including CAASPP in English/language arts and math to measure progress towards proficiency. Statewide targets in reading and math will be applied to significant subgroups of English Learners to determine whether they have made adequate yearly progress. Results will be reported to School Site Councils and the Board of Education, to parents and the community in the school and District accountability report cards, and posted on the Internet.</p> <p>The CELDT test will be used for initial assessment and administered annually to measure progress of English Learners towards English proficiency.</p>
	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d. The District will invite parents of English Learners students to serve on advisory committees and to attend no less than four meetings per year to discuss and evaluate programs and services.</p> <p>For more information, see the Title III Addendum.</p>

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115).</p> <p>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> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>The District has adopted Reading/Language Arts/English Language Development programs at grades K-5 and 6-8 to provide high quality language instruction based on scientifically based research and aligned with student academic content standards.</p> <p><i>Inside and Edge</i> have been chosen as the English Language Development intervention programs for English learners in grades 6-12 who are achieving below basic or far below basic on the E/LA standards. <i>Avenues</i> has been chosen as an ELD intervention for English Language development classes for kindergarten through 5<sup>th</sup> grade. Santillana <i>Intensive English</i> supplemental materials are available for mainstreamed students. K-12 teachers will receive training in Systematic English Language Development.</p> <p>Teachers in core content areas have been trained to use SDAIE strategies to support English Learners’ academic achievement.</p> <p>Local formative assessments and the annual CELDT are used to measure the increase in students’ English proficiency, with the goal for all students to increase one CELDT level per year. The District has developed benchmarks for expected student performance on CELDT over time as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.</p> <p>Local checkpoint assessments and the annual CAASPP English/language arts and math are used to measure the increase in students’ academic achievement. A comparison of the aggregate achievement growth of English Learners with the average achievement growth of all students will be used to evaluate program effectiveness.</p>
	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	<p>Staff will participate in training on the new ELD standards and SDAIE to learn research-based strategies to meet the needs of English Learners. A requirement of being hired in the District is a CLAD certificate.</p>
	<p>a. Designed to improve the instruction and assessment of English Learners;</p>	<p>All teachers will participate in ongoing and sustained professional</p>

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>	b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	<p>development in current research and the most effective instructional strategies for accelerating the achievement of English learners. Teachers will receive training in Systematic English Language Development, Constructing Meaning, Inside, and Edge.</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>Principals will attend ongoing professional development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers' implementation of ELD and SDAIE strategies.</p> <p>Teachers will receive training in the development of instructional strategies to support academic language knowledge in the content areas.</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;		
	d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.		
<b>Allowable Activities</b>	4. Upgrade program objectives and effective instruction strategies.	<b>Yes or No</b>	<b>If yes, describe:</b>
		Yes	The training for principals and teachers described in #3 above is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.
	5. Provide – a. tutorials and academic or vocational education for English Learners; and b. intensified instruction.	<b>Yes or No</b>	<b>If yes, describe:</b>
	Yes	English learners receive specialized instruction in academic language by teachers trained in the methods and best practices for developing a rigorous academic vocabulary program.	
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b>	<b>If yes, describe:</b>
		Yes	The site principal, in collaboration with the leadership team, SSC, ELAC, and staff, is responsible for implementing a well-coordinated educational program.

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>	
	7. Improve the English proficiency and academic achievement of English Learners.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> All programs and services for English Learners are focused on improving English proficiency and academic achievement, as described in the first two sections above.
<b>Allowable Activities</b>	8. Provide community participation programs, family literacy services, and parent outreach and training activities to English Learners and their families – <ul style="list-style-type: none"> <li>○ To improve English language skills of English Learners; 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>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> The District provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English.  All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.  Schools with large numbers of English learners provide report card “night”, and literacy nights.  See the Title III Addendum for more activities.
	9. Improve the instruction of English Learners by providing for – <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>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> SMART and Interactive White Boards have become an integral part of the teaching culture in all of our schools. 1:1 devices and tablets are available to all grade 5-12 students, while these devices are available on a 1:3 basis for grades TK – 4. These “hands-on” technologies assist English learners in accessing the core content.

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***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>	
	10. Other activities consistent with Title III.	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>EL TOSA and expert teachers will work with schools to improve ELD instruction. EL TOSA and expert teachers will follow a research- based model of CCSS lesson planning design, demonstration lessons, co-planning, co-teaching, and debriefing. They will work with teachers at their school at the direction of the Principal.</p>

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

<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.		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>	
<b>Required Activities</b>	1. LEA informs the parent/s of an English Learner of each of the following (per Sec. 3302 of NCLB):		
	a. the reasons for the identification of their child as an English Learner and in need of placement in a language instruction educational program;	a-b. The CELDT is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners who score at the beginning to early intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program (grades 6-12). English learners with reasonable fluency, scoring at the intermediate to early advanced levels are placed in an English Language Mainstream class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement.	
	b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;		

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

<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.		<b>Description of how the LEA is meeting or plans to meet this requirement.</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. On a yearly basis, parents receive written notification of CELDT results and recommended placement, including a description of both SEI and mainstream programs, and the content, instructional goals, and extent of use of English and native language in 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, listening, and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student's school counselor 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. Descriptions of the SEI and mainstream programs explain how these programs use English Language Development (ELD) to help their students learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students meet age-appropriate standards.
	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;	f. Upon consideration for redesignation, parents are provided written criteria for redesignation and exit from the program and a written summary of performance expectancies on CELDT, Smarter Balanced assessments, and CAHSEE in English/Language Arts and Mathematics.
<b>Required Activities</b>	g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	g. For English Learners with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening, and speaking are considered in the development of the Individualized Educational Program (IEP). IEP objectives include English language proficiency and core content objectives. Parents are consulted in the development of IEP objectives.

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

<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.	<b>Description of how the LEA is meeting or plans to meet this requirement.</b>
<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	h. 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 parents can request another available program, and encourages parents to seek additional information and assistance from District and site staff regarding program selection.
<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>Parents of all students who continue in SEI and mainstream programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</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 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. Tustin Unified did not meet the AMAO 3 target this year, and made the required notice available to parents. Parents are notified of progress of English learners at DELAC and ELAC meetings.</p>

\*Reference the Title I LEA Addendum and Title III Improvement Plans for 2014-15 located in the Addenda section of this document for the 2014-15 Goals and Strategy revisions.

***Performance Goal 3: By June 2018, 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><b>Strengths:</b></p> <p>In Tustin Unified School District, these qualifications are addressed through an articulated and aligned Learning to Teach Continuum. Resulting from more than 15 years of research and an analysis of field-based practice, the continuum solidifies a set of program standards that embed for teachers the knowledge and skills necessary to lead students to high levels of achievement. At the heart of the continuum are the <i>California Standards for the Teaching Profession</i> and K-12 content standards and performance levels for students. The Learning to Teach System merges a world class, standards-based system, aligning student, teacher, administrator and professional development standards with California's credential system.</p> <p>Describe local programs in place:</p> <ul style="list-style-type: none"> <li>• Paraprofessional Program</li> <li>• Intern Program</li> <li>• BTSA/Induction Program</li> <li>• Local California School Leadership Academy services</li> <li>• High quality professional development for teachers and administrators designed to meet their expressed needs and the needs of students. Sessions build over time and are not a single, stand-alone session.</li> <li>• District teacher experts serve in leadership roles to provide training and guidance to peers.</li> <li>• Each District professional development session requests audience evaluations at the end of the session.</li> </ul>	<p><b>Needs:</b></p> <p>In order to meet the demands of recruiting, licensing and retaining highly qualified teachers over the next 5 years districts may utilize Title II resources to maintain the current structure of the Learning to Teach Continuum.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>◆ Recruitment</li> <li>◆ Employ, train and maintain highly qualified Support Providers to ensure our newest teachers receive support</li> <li>◆ Employ, train and maintain program staff to ensure effective program implementation</li> <li>◆ Provide professional development to administrators to enable them to support new teachers</li> <li>◆ Through skilled Support Providers, build capacity and understanding of the <i>California Standards for the teaching Profession</i></li> </ul>

***Performance Goal 3: By June 2018, 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)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Learning to Teach Continuum is aligned with K-12 challenging academic content standards and student academic achievement standards. Teachers learn the content and pedagogy of the standards in their teacher preparation programs and undergraduate subject matter programs. To ensure application of knowledge, all teachers go through a rigorous two year Induction Program. Teacher preparation and induction standards embed in the curricula a standards-based, systematic approach to teaching, including a focus on assessment and state-adopted materials. Through this high quality professional development, teachers understand the link between instruction and student performance. With ongoing guidance of a highly trained Support Provider, new teachers continually improve their skills.</p> <ul style="list-style-type: none"> <li>• Recruit, train and retain high qualified Support Providers to work with every new teacher</li> <li>• Provide release time or other designated time for new teachers to meet with Support Providers</li> <li>• Provide opportunities for new teachers to attend planned professional development as part of the state-approved teacher preparation or induction program</li> <li>• Provide opportunities for program staff to continue to align services, maximizing existing resources</li> </ul>	<p>Educational Services; Personnel Services; BTSA Coordinator;</p>	<p>Teacher Time; Consultants; Materials</p>	<p>\$250,000</p>	<p>Title I; Title II; Title III; ;</p>

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

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Districts, through their state-approved programs, work with the California Commission on Teacher Credentialing, providing data for Title II funded research.</p>	Educational Services			
<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>Previous research conducted by West Ed through a CCTC Title II grant supports the development of methodology to investigate the impact of the Learning to Teach Continuum teacher development programs on student achievement. Additionally, CCTC conducts formal program reviews on the quality of programs provided to new teachers. As part of the program standards, teachers are expected to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student learning outcomes and analyze their strategies to differentiate instruction. This process guides the teaching and learning cycle.</p>	Site Administrators; Teachers; Educational Services; Personnel Services	Teacher Time		
<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> <ul style="list-style-type: none"> <li>Built into the Learning to Teach Continuum are requirements to link pre service, teacher preparation, induction and ongoing professional growth. Lines of communication provide multiple opportunities to maximize resources among universities, districts, and COE's.</li> <li>State and local funds are used to implement the Learning to Teach Continuum. Title II funds enhance, and do not supplant existing state and local programs.</li> </ul>	Educational Services; Personnel Services; BTSA Coordinator	Teacher Time; Consultants; Materials	\$50,000	Title II

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• First Priority: Full participation in a state-approved program for all teachers who do not meet Subject Matter competency. Included in this program will be subject matter preparation for all teachers needing to take the state subject matter exams.</li> <li>• Second Priority: Full participation in an Alternative Certification program for teachers needing to obtain initial licensure.</li> <li>• Third Priority: Full participation in a state-approved Induction Program which provides high quality professional development and leads to full certification in California.</li> <li>• Fourth Priority: High quality professional development, including peer coaching and training in understanding the <i>California Standards for the Teaching Profession</i> and the state-adopted K-12 student content standards and performance levels for students for veteran teachers (Support Providers) and principals.</li> </ul>	<p>Personnel Services; BTSA Coordinator;</p>	<p>Teacher Time; Consultants; Materials</p>	<p>\$50,000</p>	<p>Title II</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Teachers participating in state-approved Induction Programs must develop and provide evidence of competency in the use and delivery of comprehensive, specialized appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. This goal is supported by the California Technical Assistance Program (CTAP) plan, which addresses teacher induction program standards.</p>	<p>BTSA Coordinator; Personnel Services</p>	<p>Teacher Time; Clerical Time</p>	<p>\$10,000</p>	<p>Title II, A</p>

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

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>District professional development providers and Support Providers provide teachers with training in technology on the availability and use of web resources in order for BTSA Induction teachers to meet the requirements of the Standards of Quality and Effectiveness for Professional Teacher Induction Programs.</p>	<p>Educational Services; Personnel Services; BTSA Coordinator</p>	<p>Teacher Time; Consultants; Materials</p>	<p>\$30,000</p>	<p>Title II</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>• The LEA Plan was written by a committee, submitted to both certificated, classified associations, principals, District advisory committees, and school Site Councils for input.</li> </ul>	<p>Educational Services; Personnel Services; Business Services; Special Education; school sites</p>			

*Planned Improvements for Professional Development (Title II)*

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. 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> <li>• Built into the teacher preparation and induction standards are requirements to teach and address the needs of students with different learning styles or special needs. Teachers are required to demonstrate understanding of and growth in the following areas:               <ul style="list-style-type: none"> <li>○ <u>Diversity</u>: Teachers will develop knowledge, skills and abilities to create environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet state-adopted academic content standards and performance levels for students.</li> <li>○ <u>English Language Learners</u>: Teachers will develop knowledge, skills and abilities to deliver comprehensive, specialized instruction for English learners. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension and knowledge in the core academic curriculum that promotes students’ access and achievement in relation to state-adopted academic content standards and performance levels for students.</li> <li>○ <u>Special Populations</u>: Teachers will develop knowledge, skills and strategies for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented.</li> </ul> </li> </ul>	<p>Educational Services; BTSA Consultant; Special Education</p>	<p>Teacher Time; Consultants;</p>	<p>\$50,000</p>	<p>Title II; Title III; Special Education</p>

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

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• All interns are required to participate in an initial teacher training which provides, at a minimum, strategies and skills to improve student behavior in the classroom and identify early and appropriate interventions to help all students learn.</li> <li>• All BTSA Induction teachers participate in training and/or personalized coaching that guides their improvement in creating and maintaining effective environments for student learning. This component, reflected in CSTP 2, is also addressed specifically in Induction Standard 5: Each participating teacher creates and maintains well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflict according to state laws and local protocol.</li> <li>• All BTSA Induction teachers are required to demonstrate the importance of and the ability to involve parents in their child’s education.</li> <li>• All BTSA Induction teachers are required to demonstrate an understanding of the use of data and assessments to improve classroom practice and student learning. This process involves the use of formative assessment and a focus on data through technology.</li> </ul>	Educational Services; Personnel Services; BTSA Consultant	Teacher Time; Consultants; Materials	\$50,000	Title II
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: <ul style="list-style-type: none"> <li>• Support Provider compensation</li> <li>• Release time for Support Providers and new teachers to complete formative assessment activities</li> <li>• Release time for new teachers to attend professional development or to observe veteran teachers</li> <li>• Release time to attend subject matter test preparation</li> <li>• Staff to provide Initial Teacher Training workshops</li> </ul>				

***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
<ul style="list-style-type: none"> <li>• The District has policies in place that deal with expulsion, suspension, bullying, etc.</li> <li>• Staff and administrators support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement.</li> <li>• Parents are provided with regular information through the "Parent/Student Rights and Responsibilities" document, school newsletters, District newsletter, and District web site.</li> <li>• Staff and students show sensitivity to socio-economic, ethnic, cultural, racial, linguistic, and developmental diversity.</li> <li>• The District has a strong enforced and well-publicized progressive discipline policy.</li> <li>• There is a clear set of emergency procedures and opportunities for practice drills.</li> <li>• There is a system in place to identify truancy, provide early intervention through counselors, nurses, and police agencies.</li> <li>• Opportunities exist for students to engage in service learning and community service.</li> <li>• The physical environment is well maintained and classrooms have been modernized to facilitate learning. Measure L and G funds support this as an ongoing process.</li> <li>• There are both school and District parent committees in place.</li> <li>• Activities that foster a positive school climate, such as "Red Ribbon Week," and</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough staff member time is available to coordinate activities.</li> <li>• There needs to be increased opportunities for students to participate in the decision-making process and to have a voice in school climate issues.</li> <li>• Tolerance activities are not systematically integrated into learning activities.</li> <li>• Development of an intervention program for middle and high school students is needed.</li> <li>• Motivate site staff to teach curriculum that falls outside the standards.</li> <li>• Adequate and sustained funding is needed to continue efforts, train staff, and purchase consumables.</li> </ul>

STRENGTHS	NEEDS
<p>“Every 15 Minutes” program have been held with success throughout the District.</p> <ul style="list-style-type: none"> <li>• Student assistance programs such as PAL and Friday Night Live are in place throughout the District.</li> <li>• There is access to Healthy Start Resource Centers for emotional/physical/social service/counseling available to parents.</li> <li>• Student Attendance Review Board and OCJDJ Truancy Response Project function to improve attendance.</li> <li>• A trained Crisis Intervention Team has been established to provide support when needed.</li> <li>• JADE, the District’s required drug and alcohol education program for students suspended with a drug or alcohol offense is provided through a grant from the Assistance League of Tustin.</li> <li>• Voluntary drug testing kits are available to parents upon request. This program is also supported by the Assistance League of Tustin.</li> <li>• The District’s After-School Connection program, in partnership with the Think Together organization, provides a safe after-school environment for elementary and middle school students at all Title I sites.</li> </ul>	

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

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

**ACTIVITIES**

- A code of conduct policy exists for all students clearly stating the responsibilities of students, teacher, and administrators in maintaining a quality classroom environment.
- Peers are trained annually in conflict resolution and peer mediation. The program will be coordinated at each site.
- Survey results show that parents agree students have access to appropriate and qualified service providers such as counselors, school nurses, and psychologists.
- A broad range of after-school programs will operate within the District to engage students in a variety of needs and interests. These include homework assistance, tutoring, athletic activities, drama, music, and various clubs.
- Research-validated curriculum addressing life skills will be taught in all middle schools; teachers will be trained on a yearly basis.
- CBET funds provide English Language support for parents in the community.
- Community resource police officers are trained and provide assistance on some school campuses.
- A quality Parent Handbook provides descriptions of programs and resources in the Tustin Unified School District.

*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
<ul style="list-style-type: none"> <li>• There is ongoing data collection on ATODV through the CHKS, and through District student, staff, and parent surveys. Additional information is gathered on crime incidents, expulsion, suspensions and discipline problems.</li> <li>• Data is assimilated as part of the Superintendent’s yearly evaluation</li> <li>• Students have increased normative expectations against tobacco and alcohol use according to survey results.</li> <li>• There are indications of reduced alcohol and drug use as a result of the “Every 15 Minutes” program.</li> <li>• Results of data collection show high parent, staff and student satisfaction with programs and resources in the District.</li> <li>• Safe School Plans have been updated at each school site annually.</li> <li>• Communication technology upgrades, such as a communication system which ties to the Orange County Sheriff’s Department emergency system, have been completed.</li> <li>• Classrooms and media centers at each site provide instruction on appropriate use of information on the Internet.</li> <li>• A community collaborative has supported many parent education programs and JADE, an educational program for students who are first offenders.</li> <li>• The District offers an effective monthly School Attendance Review Board (SARB) to work with students who are not attending school regularly.</li> <li>• School administrators meet monthly with the Tustin Police Department to review safety issues in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• The District needs to address planning, funding, resource development and linkages to CBO services.</li> <li>• There is an ongoing need to focus on the prevention of sexual harassment in the upper elementary grades and middle schools.</li> <li>• There is a need to incorporate ATODV materials into the regular curriculum since the District does not have a required Heath component for graduation.</li> <li>• Diversity issues, though addressed in a generic way, are not specifically covered with a classroom curriculum.</li> <li>• At the high school level a research-based program is not taught. Instruction is integrated into the science curriculum on tobacco, alcohol and other drugs at the teacher’s discretion.</li> <li>• Staffing time to help implement additional programs.</li> </ul>

**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) [Program Expired 6/14/2010]*

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	2009-10 Baseline Data		Biennial Goal (Performance Indicator)	
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup>	2%	5 <sup>th</sup>	1%
	7 <sup>th</sup>	18%	7 <sup>th</sup>	1%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	3%	7 <sup>th</sup>	1%
	9 <sup>th</sup>	7%	9 <sup>th</sup>	2%
	11 <sup>th</sup>	14%	11 <sup>th</sup>	2%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup>	1%	5 <sup>th</sup>	.0%
	7 <sup>th</sup>	5%	7 <sup>th</sup>	2%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	9%	7 <sup>th</sup>	2%
	9 <sup>th</sup>	18%	9 <sup>th</sup>	2%
	11 <sup>th</sup>	37%	11 <sup>th</sup>	2%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	2%	7 <sup>th</sup>	1%
	9 <sup>th</sup>	10%	9 <sup>th</sup>	2%
	11 <sup>th</sup>	20%	11 <sup>th</sup>	2%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup>	63%	5 <sup>th</sup>	2%
	7 <sup>th</sup>	38%	7 <sup>th</sup>	2%
	9 <sup>th</sup>	22%	9 <sup>th</sup>	2%
	11 <sup>th</sup>	29%	11 <sup>th</sup>	2%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup>	21 %	7 <sup>th</sup>	2%
	9 <sup>th</sup>	17%	9 <sup>th</sup>	2%
	11 <sup>th</sup>	18%	11 <sup>th</sup>	2%

<b>Truancy Performance Indicator</b>			
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>.25%</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>	5.44%	25%	
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: 05/15/02 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>	
<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>	5 <sup>th</sup> 72%	5 <sup>th</sup>	2%
	7 <sup>th</sup> 44%	7 <sup>th</sup>	2%
	9 <sup>th</sup> 35%	9 <sup>th</sup>	2%
	11 <sup>th</sup> 38%	11 <sup>th</sup>	2%
<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>	5 <sup>th</sup> 73%	5 <sup>th</sup>	2%
	7 <sup>th</sup> 61%	7 <sup>th</sup>	2%
	9 <sup>th</sup> 50%	9 <sup>th</sup>	2%
	11 <sup>th</sup> 45%	11 <sup>th</sup>	2%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	5 <sup>th</sup> 21%	5 <sup>th</sup>	2%
	7 <sup>th</sup> 23%	7 <sup>th</sup>	2%
	9 <sup>th</sup> 18%	9 <sup>th</sup>	2%
	11 <sup>th</sup> 16%	11 <sup>th</sup>	2%
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	5 <sup>th</sup> 68%	5 <sup>th</sup>	2%
	7 <sup>th</sup> 62%	7 <sup>th</sup>	2%
	9 <sup>th</sup> N/A	9 <sup>th</sup>	2%
	11 <sup>th</sup> N/A	11 <sup>th</sup>	2%

***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</b> <b>Participation in Community Service/Service Learning</b> <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>

**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. *(Feb. 2011 update: These programs are very limited due to lack of SADFS funding).*

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Toward No Drug Abuse (TND)</b>	ATDV	9-12	4,200	10/08	9/08	1/10/09 End date: 6/14/10
<b>Project Alert</b>	ATOD	7-8	4,212	3/04	3/04	9/04 End date: 6/14/10
<b>Life Skills</b>	ATODV	5 & 6	4,000	10/06 – 10/08	3/08	1/1/07

**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	OD	Grades 9-12
✓	Conflict Mediation/Resolution	V	Grades 4-8
✓	Early Intervention and Counseling		
✓	Environmental Strategies Safe School Training	V	Grades K-12
✓	Family and Community Collaboration		Grades K-12
✓	Media Literacy and Advocacy	ATODV	Grades K-12
	Web Site		
	Mentoring		
✓	Peer-Helping and Peer Leaders	ATODV	Grades 4-8
	PAL Program		
	Positive Alternatives		
✓	School Policies	ATODV	Grades K-12
	Service-Learning/Community Service		
✓	Student Assistance Programs Counseling/Intervention/Support Groups	ATODV	Grades 9-12
✓	Tobacco-Use Cessation PTA/PTO Activities	T	Grades 3-8

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
✓	Other Activities (Every 15 Minutes) Project Today	AOD ATOD	Grades 9–12 Grades 6–12

***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.

<b>Promising Program Name</b>	<b>Program ATODV Focus</b>	<b>Target Grade Levels</b>	<b>Target Population Size</b>	<b>Purchase Date</b>	<b>Staff Training Date</b>	<b>Start Date</b>
N/A						
N/A						
N/A						

***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.

The District has selected to implement the following programs: **Life Skills**: grades 5-6; **Project Alert**: grades 7-8; **Bully Proof and Quit It**: grades K-5; and **Toward No Drugs** for grade 9. These programs were selected after a review by the District: SADFS Committee Advisory Committee and consultation with the Orange County Department of Education. *(Feb. 2011 update: Carryover funds for SADFS Programs are being used for these programs).*

**Life Skills** was selected for all 5–6 grades after reviewing CKHS, CSSA, and school records showing incidents of ATOVD in that age group had risen 3% over the past three years. Discipline referrals have increased by 31% during the same period. School/community focus groups discussed: the behavior of students at school and in the community, which has become more negative over the past few years according to school staff, law enforcement officers, parents, and other community members. A concern clearly exists related to this issue as well as a concern regarding student's motivation toward learning and positive peer relationships. *Life Skills* matched our needs in this area since these program focuses on building a “caring community of learners,” raising academic achievement, and decreasing ATOD use.

**Project Alert** was selected for grades 7 and 8 in the five middle schools after reviewing data from CHKS indicating an increase in ATOD use amongst adolescents. *Project Alert* has a parent component; with the goal of improving the community's perception of middle school students. *Project Alert* is interactive, is video-enhanced, has a parent/community involvement piece, and has proven to be a successful program at the middle school level. *(Feb. 2011 update: This program has ended due to lack of SADFS funding).*

**Bully Proof and Quit It** were selected for all K – 5 grades, due to the increasing number of peer relationship concerns, which has included name-calling, fighting, bullying, and anti-social behavior. Documentation from behavioral referrals from both elementary and middle schools, along with records from local law enforcement agencies, indicates a growing need to address this area. Both of these programs will be used with students to teach skills in empathy, impulse control, problem solving, and anger management, and pro-social behavior.

**Toward No Drugs (TND)** was selected for use in all grade 9 Research and Technology classes, and is being taught by OCHCA Behavioral Health Services Prevention and Intervention Division. TND is an interactive, research-based curriculum that includes substance abuse, safety and bullying issues, and family connectedness. *(Feb. 2011 update: This program has ended due to lack of SADFS funding).*

The activities selected from Appendix D are meant to supplement and extend the content and lessons in the District ATODV curriculum. The selection of these activities has been based on data collected from the CHKS, CSSA, other local surveys, and research from the Search Institute. The research shows the importance of youth development/asset acquisition to academic achievement and success in life, ATPD use, involvement in risky behaviors, and aggressiveness. As a result of District analysis of collected data, the following activities have been selected:

After School Programs  
Environmental Strategies  
School Policies

Conflict Mediation/Resolution  
Media Literacy and Advocacy  
Student Assistance Programs

Early Intervention and Counseling  
Peer-Helping and Peer Leaders  
Tobacco-Use Cessation

**Other Activities:** Every 15 Minutes Program

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

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, and 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 will continue to analyze results of the Federal Uniform Management Information Report CHKS survey results (every other year) and local student, staff, and parent surveys. The District will continue to ask local law enforcement and Parks and Recreation to provide information about levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The District will analyze data considering District-wide trends and specific strengths and needs at school sites. Yearly reports will be made to the Board of Education, parents, advisory groups, School Site Councils and PTA/PTO groups. All groups will be consulted for their input.

***Use of Results and Public Reporting (4115 (a)(2)(B) ):***

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

The following survey results will be reported to the Board of Education, parents, advisory groups, School Site Councils and PTA/PTO groups:

1. Biennially providing CHKS survey results.
2. District student, staff, and parent survey results.

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

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

The District defines the highest need students as follows: English Language Learners, Targeted Title I students, and students performing below standards (at-risk of retention).

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

1. After school activities that focus on academic tutoring
2. After school activities that focus on non-academics, and athletic activities
3. Early identification and intervention services through community-based organizations
4. A referral system for family counseling and support services

***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.

Our District's SADFS Advisory Community Committee, comprised of District personnel, School Board Member, law enforcement, parents, medical personnel and students will review each goal to ensure practices and teaching strategies are being met. *(Feb. 2011 update: The funding for this program has ended, and district staff coordinate all programs).*

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

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

Parents are involved at many levels in the District. Examples are planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the Vocational Education Advisory Committee and School Site Councils. Parents are recruited from all ethnic and socioeconomic groups in the District. Parents participate in Red Ribbon Activities, the Every 15 Minutes Program, and school-wide assemblies on prevention topics. Regular communications through the beginning of the year welcome package and parent newsletters, and the District web site will continue to inform parents of a variety of issues.

***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, they meet with a school nurse. The school nurse assesses what services are required, including whether the minor uses tobacco or has family members who use tobacco products. Cessation counseling is provided on a one-to-one basis and/or the student is referred to such groups as those run by the American Lung Association. The school nurse provides case management to the adolescent assuring these linkages are completed and 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))

<b>Position/Title</b>	<b>Full time equivalent</b>
<b>Director, Student Services</b>	5% <i>Funding ended 6/14/10</i>
<b>Office Assistant I</b>	25% <i>Funding ended 6/14/10</i>

***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>	Continue refinement of CAHSEE Support Courses in English and Mathematics	Students at risk of not passing the CAHSEE	Director of Secondary Ed., Site Administrators and Teachers	An increased number of students passing the CAHSEE	(CAHSEE)
	Tutoring of students before and after school	Students who are at risk of not passing the CAHSEE	Principals and Teachers	An increased number of students not failing	PTO, Title I
	Professional development for administrators and teachers on meeting the needs of all students	All students	Director of Secondary Ed., Principals and Teachers	An increased number of students not failing	Title II
	Counseling of students, parents and guardians regarding issues of school and resources to assist them if necessary	All at risk students	Principal, assistant principal, Homeless Liaison, Counselors	An increased number of students not failing	10 <sup>th</sup> Grade Counseling or Title I Supplemental Counseling
	Continue the AVID Programs in middle and high schools	Identified students who would benefit from AVID	Principal, counselors, teachers	An increased number of AVID students	Site; Grant funding
	Provide CASHEE support courses at alternative education high schools	All students who need support passing the CAHSEE	Principal of Alternative Education, Director of Secondary Education, counselors	An increased number of students passing the CAHSEE	- CAHSEE Intervention

<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>	Development of a Personalized Learning Plan (PLP) for all students	All students	Counselors, administration	An increase number of students becoming aware of post secondary opportunities	Site
	Process to notify student/parent/guardian of the results of the CAHSEE	All students, parents, guardians	Counselors, administration	Issue CAHSEE notification letters	Testing Budget
	Provide CAHSEE professional development	All teachers, counselors, administration	Site Administration, Director of Secondary Education	A greater number of students passing the CAHSEE	Title II
	Provide summer CAHSEE support courses	All students who need support passing the CAHSEE	Site Administration, Director of Secondary Education	A greater number of students passing the CAHSEE	Summer School
	Continue CELDT evaluations for students who are limited English language proficient	To provide the proper educational program for all students	Coordinator of English Language Development, counselors	An improved redesignation rate and test scores	ELL Funds
	Facilitate regular Student Study Teams	All students who need assistance	Counselors, nurse, Psychologist, administration	A greater number of students being successful in school Students will have additional support in reading and writing	Title I, site, EL
	Promote 9 <sup>th</sup> grade students to begin in at least Algebra I	All incoming 9 <sup>th</sup> grade students	Counselors, administrators, math teachers	Provide additional academic support	Title I PTO, student clubs
	Organize Peer Tutoring	All students	Teachers, administration	Develop a stronger home and school partnership	PTO, site, Title I
<b>5.1 (High School Graduates)</b>	Increase parent involvement at school meetings and activities	All parents	School staff, PTO, School Site Council	Develop an awareness of post secondary opportunities	Site, PTO

<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>
	Provide an annual college night/college admissions support activities	All students, parents, guardians	Counselors, administration, Career Guidance Tech, PTO	Developing a culture that all courses are academic and support improved student achievement	Title I, Title II
	Alignment of Standards, CSTs, and CAHSEE with careers and vocational education courses	All teachers	Teachers, administration, Director of Secondary Education	An increased number of students passing the CAHSEE	Title I
	Implementation of CAHSEE Support Courses in English and Mathematics	Students at risk of not passing the CAHSEE	Director of Secondary Ed., Principals and Teachers	An increased number of students not failing	(CAHSEE)
<b>5.2 (Dropouts)</b>	Tutoring of students before and after school	Students who are at risk	Principals and Teachers	An increased number of students not failing	Title II
	Professional development for administrators and teachers on meeting the needs of all students	All students	Director of Secondary Ed., Principals and Teachers	An increased number of students not failing	Site or Title I
	Counseling of students, parents and guardians concerning issues of school and resources to assist them if necessary	All at risk students	Principal, Assistant Principal, and Counselors	Increased attendance will improve achievement	Site
	Redefining attendance policies	All Students	Principal, Site Council	Fewer number of students suspended or expelled for drugs or alcohol	Assistance League of Tustin
	Further define drug and alcohol rehabilitation program	All Students	Counselors, Coordinator of Child Welfare and Attendance	Improved attendance	City and County Budgets

<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>5.2 (Dropouts)</b>	Police department truancy sweeps	All truant students	Tustin and Irvine Police Departments and OC Sheriff Department	An increased number of students being academically successful	District and site budgets
	Counseling support groups	All Students	At risk counselors	An increased number of students not leaving the District	Adult Education Budget
	Encourage TUSD Adult Education as an option for potential dropouts	At risk students who at least 18 years old	Counselors, Principal of Alternative Education	An increased number of students being academically successful	Title II
	Provide differentiated instruction professional development	All Teachers	Site Administrators	An increased number of students being academically successful	Title II
	Evaluation of assessment data/ dropout data to better meet the needs of all students	All students especially those at risk	Director of Assessment/Eval., Principal, teachers, counselors	An increased number of students being academically successful	Title I
<b>5.3 (Advanced Placement)</b>	Increased student access to AP courses through AP Vertical Teams	All Students	Counselors, teachers, administrators	An increased number of students taking AP courses	
	AP Tutorial Program for students	All AP students requesting assistance	Teachers and site administrators	An increased percentage of students passing the AP exams	
	Summer AP Workshops for Teachers	All AP Teachers	Teachers	An increase percentage of students succeeding	
	Recruitment of IB Students	GATE Identified Students	IB Coordinator, teachers, counselors, administrators	Increased number of IB Diploma candidates	Site funds
<b>5.3 (Advanced Placement)</b>	Recruitment of Model United Nation Students	All students	MUN Teachers, counselors, administrators	Increased number of MUN students	Site funds

<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>5.3</b> (Advanced Placement)	Support for students to take the AP exam – test fee waived	Qualified students	Test coordinators, counselors, administrators	Increased number of students affording to take AP exams	State reimbursement, ASB testing accounts
	Feeder school recruitment to increase enrollment	GATE Identified or high achieving students	Counselors, site administration	Increased number of students in honors, AP, MUN, IB	Site
	Encourage and facilitate students to take college courses for credit	All students	Director of Secondary Education	Increased number of students taking college courses	No funds necessary
	GATE referral and identification	All students	District GATE Coordinator, teachers, counselors, administrators	Student database updated	
	Continue Early College Program	AVID/AP Students	TUSD/IVC	Graduation Rate	Grants Tuition

### *Additional Mandatory Title I Descriptions*

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

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

The Tustin Unified School District allocates Title I funds to participating schools in rank order on the basis of the total number of students from low-income families in each school. In the Tustin Unified School District, students participating in the National School Lunch Program determine low-income families.

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

Students eligible for targeted Title I services in the Tustin Unified School District are determined as follows:

- The student attends a targeted assistance Title I school:
  - Two elementary schools provide targeted programs.
- Grades K – 2 students are selected for targeted assistance through their performance on District Assessments. The reading assessment, *Dynamic Indicators of Early Literacy Skills (DIBELS)*, is used to identify students for targeted services in English-Language Arts. For grades 1 and 2, students are identified for targeted assistance in mathematics if they score below 60% on a District checkpoint test.
- Achievement on state assessments provide the basis for eligibility for students in grades 3-12. Students obtaining a scale score of 330 or below on the California Standards Tests in English/language arts and mathematics are identified as eligible for targeted services. Additionally, students in grades 10-12 who do not pass the CAHSEE are also eligible for targeted services.

## **Additional Mandatory Title I Descriptions**

(continued)

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

Title I funds must supplement the base program. If Title I funds were eliminated, the core instructional program would remain intact.

Examples of Title I programs in the Tustin Unified School District are

- Supplemental support of the core academic curriculum
- Special grouping or tutoring to assist low performing students
- Counseling
- Academic intervention programs (including Jump Start)
- After school, before school, and summer school programs and remediation opportunities
- Individual student academic assessment
- Parent outreach and education

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

The Tustin Unified School District will use the following processes to assist low-achieving schools:

- Establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students
- Assist the school(s) to analyze data and budgets
- Revise school plans based on scientifically based research to strengthen the core academic subjects and address specific academic issues
- Provide a professional development program that directly addresses the academic achievement
- Incorporate activities before school, after school and during the summer

## **Additional Mandatory Title I Descriptions**

Currently (2010-11) there is one Title I school in Program Improvement Year 5, one Title I school in Program Improvement Year 3, and one in Program Improvement Year 1. The PI Year 5 school is now implementing the alternative governance plan developed during Year 4 of Program Improvement, and this is revised each year to reflect changes in assessed need.

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

Three schools in the District are in Program Improvement (Years 1, 3, and 5. Parents were notified through the US mail regarding the schools' Program Improvement status. The letters defined Program Improvement, explained why the schools were in program improvement, and what the schools plan to do to increase student achievement. The letters also notified all parents of their rights to transfer to another school, and for the Year 3 and 5 schools the letter notifies parents of the supplemental services option. The letter for the Year 3 and 5 schools were sent to parents in the Spring, and the letter for the Year 1 school was sent at the beginning of the school year when the school's AYP was released. Parent information meetings conducted by the principal and district staff were held at both schools. All transfer requests were granted.

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

The Personnel Department provides a list of any teachers who are not highly qualified. If the teacher is not part of the BTSA program, the teacher will be required to take additional college courses and/or attend professional development sessions. The focus of BTSA and any mentors will be on classroom management, teaching to standards, and classroom environments.

The District professional development program is based on the following:

- The textbook adoption cycle
- District goals
- Identified needs of students, teachers, and administrators

The components of the professional development program are published at the beginning of the school year.

### *Coordination of Educational Services*

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

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

Each school will implement a program based on what is written and approved in the Single School Plan for Student Achievement. The District will provide support in needed areas such as assessment and professional development. The following is an example:

### *Additional Mandatory Title I Descriptions (continued)*

**GOAL:** By June 2018, at least 56% of the English Learners in the District will achieve the AYP target in English Language Arts.

A. High quality English language instruction will be provided using scientifically based research.

B. Timeline

- By June 2011, 80% of all elementary and secondary English and ELD teachers will complete training in Systematic English Language Development.
- By June 2012, 85% of all elementary and secondary English and ELD teachers will complete training in Systematic English Language Development.
- By June 2013, 85% of all elementary and secondary English and ELD teachers will complete training in Systematic English Language Development.
- By June 2014, 85% of all elementary and secondary English and ELD teachers will complete training in Systematic English Language Development.
- By June 2015, 50% of all elementary and secondary English Language Development teachers will complete training in the new ELA/ELD standards.

C. Provider or Program

- 10-11 District EL Coordinator; Directors, Elementary Education and Secondary Education
- 11-12 District EL Coordinator; Directors, Elementary Education and Secondary Education
- 12-13 District EL Coordinator; Directors, Elementary Education and Secondary Education
- 13-14 District EL Coordinator; Directors, Elementary Education and Secondary Education
- 14-15 District EL Coordinator; Directors, Elementary Education and Secondary Education

D. Budget Source

- 10-11 Title III
- 11-12 Title III
- 12-13 Title III
- 13-14 Title III
- 14-15 Title III and LCFF

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 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 Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed.

A sample **Single Plan for Student Achievement** is included in this document as **Appendix K**.

## **Part III Addenda**

<i>Addendum 1: Title I LEA Addendum for 2014-15 .....</i>	<i>89</i>
<i>Addendum 1 Assurance Signature Page .....</i>	<i>100</i>
<i>Addendum 2: Title III Addendum for 2014-15.....</i>	<i>101</i>

## **Part IV Assurances**

<i>Assurances</i> .....	124
<i>General Assurances</i> .....	124
<i>Title I, Part A</i> .....	125
<i>Title I, Part D – Subpart 2</i> .....	127
<i>Title II, Part A</i> .....	127
<i>Title III</i> .....	128
<i>Title V, Part A</i> .....	128
<i>Additional LEA Plan Assurances</i> .....	129

## *ASSURANCES*

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

### *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. 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. The public agency, non-profit private agency, institutions, 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 the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and 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 (SEA), 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 submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA'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 reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
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, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA'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 LEA, with the SEA 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 LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, 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 10 percent of their Title I funds to provide PD (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 an LEA 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 LEA 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 PD 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 PD as defined in Section 9101 (34).

### *Title III*

35. 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.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. 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 V, Part A*

42. 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.
43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

45. The LEA will annually evaluate the programs carried out under this Part A, 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
- Will be submitted to the SEA at the time and in the manner requested by the SEA.

### *Additional LEA Plan Assurances*

46. 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 LEA, 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).

## Appendices

<i>Appendix A: California’s NCLB Performance Goals and Performance Indicators .....</i>	<i>131</i>
<i>Appendix B: Links to Data Web sites.....</i>	<i>133</i>
<i>Appendix C: Science-Based Programs .....</i>	<i>134</i>
<i>Appendix D: Research-based Activities.....</i>	<i>136</i>
<i>Appendix E: Promising or Favorable Programs.....</i>	<i>137</i>
<i>Appendix F: NCLB Legislation, Sections 1111 through 1120.....</i>	<i>139</i>
<i>Appendix G: Comprehensive Needs Assessment .....</i>	<i>180</i>
<i>Appendix H: ELSSA .....</i>	<i>254</i>
<i>Appendix I: Sample Site-based Single Plan for Student Achievement.....</i>	<i>269</i>

## APPENDICES

### *Appendix A*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## ***APPENDIX B***

### ***Links to Data Web sites***

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<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				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

## APPENDIX D

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

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

<i>Research-based Activities</i>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></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

### Promising or Favorable Programs

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

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

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

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention)

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C

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

## California Department of Education 3/28/2007

### No Child Left Behind

#### SEC. 1111 STATE PLANS

##### (a) PLANS REQUIRED-

(1) IN GENERAL- For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

(2) CONSOLIDATED PLAN- A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

##### (b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-

###### (1) CHALLENGING ACADEMIC STANDARDS-

(A) IN GENERAL- Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

(D) CHALLENGING ACADEMIC STANDARDS- Standards under this paragraph shall include

—  
(i) challenging academic content standards in academic subjects that —

(I) specify what children are expected to know and be able to do;

(II) contain coherent and rigorous content; and

(III) encourage the teaching of advanced skills; and

(ii) challenging student academic achievement standards that —

(I) are aligned with the State's academic content standards;

(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and

(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

(E) INFORMATION- For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

(F) EXISTING STANDARDS- Nothing in this part shall prohibit a State from revising, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

###### (2) ACCOUNTABILITY-

(A) IN GENERAL- Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall--

(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;

(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and

(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

(B) ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

(C) DEFINITION- Adequate yearly progress' shall be defined by the State in a manner that--

(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

(ii) is statistically valid and reliable;

(iii) results in continuous and substantial academic improvement for all students;

(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

(I) The achievement of all public elementary school and secondary school students.

(II) The achievement of--

(aa) economically disadvantaged students;

(bb) students from major racial and ethnic groups;

(cc) students with disabilities; and

(dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and

(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

(D) REQUIREMENTS FOR OTHER INDICATORS- In carrying out subparagraph (C)(vi) and (vii), the State--

(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and

(ii) except as provided in subparagraph (I)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.

(E) STARTING POINT- Each State, using data for the 2001-2002 school year, shall establish the starting point for measuring, under subparagraphs (G) and (H), the percentage of students meeting or exceeding the State's proficient level of academic achievement on the State assessments under paragraph (3) and pursuant to the timeline described in subparagraph (F). The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in--

- (i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or
- (ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

(F) **TIMELINE**- Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3).

(G) **MEASURABLE OBJECTIVES**- Each State shall establish statewide annual measurable objectives, pursuant to subparagraph (C)(v), for meeting the requirements of this paragraph, and which--

- (i) shall be set separately for the assessments of mathematics and reading or language arts under subsection (a)(3);
- (ii) shall be the same for all schools and local educational agencies in the State;
- (iii) shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments that applies separately to each group of students described in subparagraph (C)(v);
- (iv) shall ensure that all students will meet or exceed the State's proficient level of academic achievement on the State assessments within the State's timeline under subparagraph (F); and
- (v) may be the same for more than 1 year, subject to the requirements of subparagraph (H).

(H) **INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS**- Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall--

- (i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);
- (ii) provide for the first increase to occur in not more than 2 years; and
- (iii) provide for each following increase to occur in not more than 3 years.

(I) **ANNUAL IMPROVEMENT FOR SCHOOLS**- Each year, for a school to make adequate yearly progress under this paragraph--

- (i) each group of students described in subparagraph (C)(v) must meet or exceed the objectives set by the State under subparagraph (G), except that if any group described in subparagraph (C)(v) does not meet those objectives in any particular year, the school shall be considered to have made adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments under paragraph (3) for that year decreased by 10 percent of that percentage from the preceding school year and that group made progress on one or more of the academic indicators described in subparagraph (C)(vi) or (vii); and
- (ii) not less than 95 percent of each group of students described in subparagraph (C)(v) who are enrolled in the school are required to take the assessments, consistent with paragraph (3)(C)(xi) and with accommodations, guidelines, and alternative assessments provided in the same manner as those provided under section 612(a)(17)(A) of the Individuals with Disabilities Education Act and paragraph (3), on which adequate yearly progress is based (except that the 95 percent requirement described in this clause shall not apply in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).

(J) **UNIFORM AVERAGING PROCEDURE**- For the purpose of determining whether schools are making adequate yearly progress, the State may establish a uniform procedure for averaging data which includes one or more of the following:

- (i) The State may average data from the school year for which the determination is made with data from one or two school years immediately preceding that school year.
- (ii) Until the assessments described in paragraph (3) are administered in such manner and time to allow for the implementation of the uniform procedure for averaging data described in clause (i), the State may use the academic assessments that were required under paragraph (3) as that paragraph was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001, provided that nothing in this clause shall be construed to undermine or delay the determination of adequate yearly progress, the requirements of section 1116, or the implementation of assessments under this section.
- (iii) The State may use data across grades in a school.

(K) ACCOUNTABILITY FOR CHARTER SCHOOLS- The accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law.

(3) ACADEMIC ASSESSMENTS-

(A) IN GENERAL- Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

(B) USE OF ASSESSMENTS- Each State educational agency may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

(C) REQUIREMENTS- Such assessments shall--

(i) be the same academic assessments used to measure the achievement of all children;

(ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

(iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

(iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

(v)(I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language arts, and be administered not less than once during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding;

(vii) beginning not later than school year 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period;

(viii) at the discretion of the State, measure the proficiency of students in academic subjects not described in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;

(ix) provide for--

(I) the participation in such assessments of all students;

(II) the reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards; and

(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content

areas, until such students have achieved English language proficiency as determined under paragraph (7);

(x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;

(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and

(xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

(D) DEFERRAL- A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, that were not required prior to the date of enactment of the No Child Left Behind Act of 2001, for 1 year for each year for which the amount appropriated for grants under section 6113(a)(2) is less than—

(i) \$370,000,000 for fiscal year 2002;

(ii) \$380,000,000 for fiscal year 2003;

(iii) \$390,000,000 for fiscal year 2004; and

(iv) \$400,000,000 for fiscal years 2005 through 2007.

(4) SPECIAL RULE- Academic assessment measures in addition to those in paragraph (3) that do not meet the requirements of such paragraph may be included in the assessment under paragraph (3) as additional measures, but may not be used in lieu of the academic assessments required under paragraph (3). Such additional assessment measures may not be used to reduce the number of or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may be used to identify additional schools for school improvement or in need of corrective action or restructuring except as provided in paragraph (2)(I)(i).

(5) STATE AUTHORITY- If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by—

(A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or

(B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which—

(i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and

(ii) are applicable to all students served by each such local educational agency.

(6) LANGUAGE ASSESSMENTS- Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY- Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period.

(8) REQUIREMENT- Each State plan shall describe—

(A) how the State educational agency will assist each local educational agency and school affected by the State plan to develop the capacity to comply with each of the requirements of sections 1112(c)(1)(D), 1114(b), and 1115(c) that is applicable to such agency or school;

(B) how the State educational agency will assist each local educational agency and school affected by the State plan to provide additional educational assistance to individual students assessed as needing help to achieve the State's challenging academic achievement standards;

(C) the specific steps the State educational agency will take to ensure that both schoolwide programs and targeted assistance schools provide instruction by highly qualified instructional staff as required by sections 1114(b)(1)(C) and 1115(c)(1)(E), including steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such steps;

(D) an assurance that the State educational agency will assist local educational agencies in developing or identifying high-quality effective curricula aligned with State academic achievement standards and how the State educational agency will disseminate such curricula to each local educational agency and school within the State; and

(E) such other factors the State educational agency determines appropriate to provide students an opportunity to achieve the knowledge and skills described in the challenging academic content standards adopted by the State.

(9) FACTORS AFFECTING STUDENT ACHIEVEMENT- Each State plan shall include an assurance that the State educational agency will coordinate and collaborate, to the extent feasible and necessary as determined by the State educational agency, with agencies providing services to children, youth, and families, with respect to local educational agencies within the State that are identified under section 1116 and that request assistance with addressing major factors that have significantly affected the academic achievement of students in the local educational agency or schools served by such agency.

(10) USE OF ACADEMIC ASSESSMENT RESULTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT- Each State plan shall describe how the State educational agency will ensure that the results of the State assessments described in paragraph (3)—

(A) will be promptly provided to local educational agencies, schools, and teachers in a manner that is clear and easy to understand, but not later than before the beginning of the next school year; and

(B) be used by those local educational agencies, schools, and teachers to improve the educational achievement of individual students.

(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING- Each State plan shall contain assurances that—

(1) the State educational agency will meet the requirements of subsection (h)(1) and, beginning with the 2002-2003 school year, will produce the annual State report cards described in such subsection, except that

the Secretary may provide the State educational agency 1 additional year if the State educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period;

(2) the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments;

(3) the State educational agency, in consultation with the Governor, will include, as a component of the State plan, a plan to carry out the responsibilities of the State under sections 1116 and 1117, including carrying out the State educational agency's statewide system of technical assistance and support for local educational agencies;

(4) the State educational agency will work with other agencies, including educational service agencies or other local consortia, and institutions to provide technical assistance to local educational agencies and schools, including technical assistance in providing professional development under section 1119, technical assistance under section 1117, and technical assistance relating to parental involvement under section 1118;

(5)(A) where educational service agencies exist, the State educational agency will consider providing professional development and technical assistance through such agencies; and

(B) where educational service agencies do not exist, the State educational agency will consider providing professional development and technical assistance through other cooperative agreements such as through a consortium of local educational agencies;

(6) the State educational agency will notify local educational agencies and the public of the content and student academic achievement standards and academic assessments developed under this section, and of the authority to operate schoolwide programs, and will fulfill the State educational agency's responsibilities regarding local educational agency improvement and school improvement under section 1116, including such corrective actions as are necessary;

(7) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this part;

(8) the State educational agency will inform the Secretary and the public of how Federal laws, if at all, hinder the ability of States to hold local educational agencies and schools accountable for student academic achievement;

(9) the State educational agency will encourage schools to consolidate funds from other Federal, State, and local sources for schoolwide reform in schoolwide programs under section 1114;

(10) the State educational agency will modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114;

(11) the State educational agency has involved the committee of practitioners established under section 1903(b) in developing the plan and monitoring its implementation;

(12) the State educational agency will inform local educational agencies in the State of the local educational agency's authority to transfer funds under title VI, to obtain waivers under part D of title IX, and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

(13) the State educational agency will coordinate activities funded under this part with other Federal activities as appropriate; and

(14) the State educational agency will encourage local educational agencies and individual schools participating in a program assisted under this part to offer family literacy services (using funds under this part), if the agency or school determines that a substantial number of students served under this part by the agency or school have parents who do not have a secondary school diploma or its recognized equivalent or who have low levels of literacy.

(d) PARENTAL INVOLVEMENT- Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—

(1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and

(2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.

(e) PEER REVIEW AND SECRETARIAL APPROVAL-

(1) SECRETARIAL DUTIES- The Secretary shall—

(A) establish a peer-review process to assist in the review of State plans;

(B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, and local educational agencies, and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students;

(C) approve a State plan within 120 days of its submission unless the Secretary determines that the plan does not meet the requirements of this section;

(D) if the Secretary determines that the State plan does not meet the requirements of subsection (a), (b), or (c), immediately notify the State of such determination and the reasons for such determination;

(E) not decline to approve a State's plan before—

(i) offering the State an opportunity to revise its plan;

(ii) providing technical assistance in order to assist the State to meet the requirements of subsections (a), (b), and (c); and

(iii) providing a hearing; and

(F) have the authority to disapprove a State plan for not meeting the requirements of this part, but shall not have the authority to require a State, as a condition of approval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic content standards or to use specific academic assessment instruments or items.

(2) STATE REVISIONS- A State plan shall be revised by the State educational agency if it is necessary to satisfy the requirements of this section.

(f) DURATION OF THE PLAN-

(1) IN GENERAL- Each State plan shall—

(A) remain in effect for the duration of the State's participation under this part; and

(B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part.

(2) ADDITIONAL INFORMATION- If significant changes are made to a State's plan, such as the adoption of new State academic content standards and State student achievement standards, new academic assessments, or a new definition of adequate yearly progress, such information shall be submitted to the Secretary.

(g) PENALTIES-

(1) FAILURE TO MEET DEADLINES ENACTED IN 1994-

(A) IN GENERAL- If a State fails to meet the deadlines established by the Improving America's Schools Act of 1994 (or under any waiver granted by the Secretary or under any compliance agreement with the Secretary) for demonstrating that the State has in place challenging academic content standards and student achievement standards, and a system for measuring and monitoring adequate yearly progress, the Secretary shall withhold 25 percent of the funds that would otherwise be available to the State for State administration and activities under this part in each year until the Secretary determines that the State meets those requirements.

(B) NO EXTENSION- Notwithstanding any other provision of law, 90 days after the date of enactment of the No Child Left Behind Act of 2001 the Secretary shall not grant any additional waivers of, or enter into any additional compliance agreements to extend, the deadlines described in subparagraph (A) for any State.

(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001- If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

(h) REPORTS-

(1) ANNUAL STATE REPORT CARD-

(A) IN GENERAL- Not later than the beginning of the 2002-2003 school year, unless the State has received a 1-year extension pursuant to subsection (c)(1), a State that receives assistance under this part shall prepare and disseminate an annual State report card.

(B) IMPLEMENTATION- The State report card shall be—

(i) concise; and

(ii) presented in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(C) REQUIRED INFORMATION- The State shall include in its annual State report card—

(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

(ii) information that provides a comparison between the actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State's annual measurable

objectives for each such group of students on each of the academic assessments required under this part;

(iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));

(iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

(v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

(vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

(vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

(D) OPTIONAL INFORMATION- The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools. Such information may include information regarding—

(i) school attendance rates;

(ii) average class size in each grade;

(iii) academic achievement and gains in English proficiency of limited English proficient students;

(iv) the incidence of school violence, drug abuse, alcohol abuse, student suspensions, and student expulsions;

(v) the extent and type of parental involvement in the schools;

(vi) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and

(vii) a clear and concise description of the State's accountability system, including a description of the criteria by which the State evaluates school performance, and the criteria that the State has established, consistent with subsection (b)(2), to determine the status of schools regarding school improvement, corrective action, and restructuring.

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS-

(A) REPORT CARDS-

(i) IN GENERAL- Not later than the beginning of the 2002-2003 school year, a local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card, except that the State educational agency may provide the local educational agency 1 additional year if the local educational agency demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency, prevented full implementation of this paragraph by that deadline and that the local educational agency will complete implementation within the additional 1-year period.

(ii) SPECIAL RULE- If a State educational agency has received an extension pursuant to subsection (c)(1), then a local educational agency within that State shall not be required to include the information required under paragraph (1)(C) in such report card during such extension.

(B) MINIMUM REQUIREMENTS- The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

(i) in the case of a local educational agency—

(I) the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified; and

(II) information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole; and

(ii) in the case of a school—

(I) whether the school has been identified for school improvement; and  
(II) information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.

(C) OTHER INFORMATION- A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

(D) DATA- A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

(E) PUBLIC DISSEMINATION- The local educational agency shall, not later than the beginning of the 2002-2003 school year, unless the local educational agency has received a 1-year extension pursuant to subparagraph (A), publicly disseminate the information described in this paragraph to all schools in the school district served by the local educational agency and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies, except that if a local educational agency issues a report card for all students, the local educational agency may include the information under this section as part of such report.

(3) PREEXISTING REPORT CARDS- A State educational agency or local educational agency that was providing public report cards on the performance of students, schools, local educational agencies, or the State prior to the enactment of the No Child Left Behind Act of 2001 may use those report cards for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

(4) ANNUAL STATE REPORT TO THE SECRETARY- Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State—

(A) beginning with school year 2002-2003, information on the State's progress in developing and implementing the academic assessments described in subsection (b)(3);

(B) beginning not later than school year 2002-2003, information on the achievement of students on the academic assessments required by subsection (b)(3), including the disaggregated results for the categories of students identified in subsection (b)(2)(C)(v);

(C) in any year before the State begins to provide the information described in subparagraph (B), information on the results of student academic assessments (including disaggregated results) required under this section;

(D) beginning not later than school year 2002-2003, unless the State has received an extension pursuant to subsection (c)(1), information on the acquisition of English proficiency by children with limited English proficiency;

(E) the number and names of each school identified for school improvement under section 1116(c), the reason why each school was so identified, and the measures taken to address the achievement problems of such schools;

(F) the number of students and schools that participated in public school choice and supplemental service programs and activities under this title; and

(G) beginning not later than the 2002-2003 school year, information on the quality of teachers and the percentage of classes being taught by highly qualified teachers in the State, local educational agency, and school.

(5) REPORT TO CONGRESS- The Secretary shall transmit annually to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that provides national and State-level data on the information collected under paragraph (4).

(6) PARENTS RIGHT-TO-KNOW-

(A) QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

(i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

- (i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
- (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

(C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(i) **PRIVACY-** Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals.

(j) **TECHNICAL ASSISTANCE-** The Secretary shall provide a State educational agency, at the State educational agency's request, technical assistance in meeting the requirements of this section, including the provision of advice by experts in the development of high-quality academic assessments, the setting of State standards, the development of measures of adequate yearly progress that are valid and reliable, and other relevant areas.

(k) **VOLUNTARY PARTNERSHIPS-** A State may enter into a voluntary partnership with another State to develop and implement the academic assessments and standards required under this section.

(l) **CONSTRUCTION-** Nothing in this part shall be construed to prescribe the use of the academic assessments described in this part for student promotion or graduation purposes.

(m) **SPECIAL RULE WITH RESPECT TO BUREAU-FUNDED SCHOOLS-** In determining the assessments to be used by each operated or funded by BIA school receiving funds under this part, the following shall apply:

- (1) Each such school that is accredited by the State in which it is operating shall use the assessments the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment as approved by the Secretary of the Interior.
- (2) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments adopted by other schools in the same State or region, that meets the requirements of this section.
- (3) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment meets the requirements of this section.

## SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.

(a) **PLANS REQUIRED-**

(1) **SUBGRANTS-** A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) **CONSOLIDATED APPLICATION-** The plan may be submitted as part of a consolidated application under section 9305.

(b) **PLAN PROVISIONS-**

(1) **IN GENERAL-** In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

(A) 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 —

- (i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);
- (ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;
- (iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

- (iv) to 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, as defined under section 1208;
- (B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;
- (C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;
- (D) a description of the strategy the local educational agency will use to coordinate programs under this part 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 local educational agency level staff in accordance with sections 1118 and 1119;
- (E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —
  - (i) 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; and
  - (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;
- (G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;
- (H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part;
- (I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
- (J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;
- (L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement;
- (M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;
- (N) a description of how the local educational agency will meet the requirements of section 1119;
- (O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);
- (P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and
- (Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

(2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used —

- (A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or
- (B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

(c) ASSURANCES-

(1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will —

- (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
- (B) provide technical assistance and support to schoolwide programs;
- (C) 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;
- (D) fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- (E) 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;
- (F) 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;
- (G) in the case of a local educational agency 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;
- (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- (I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- (J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- (K) 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;
- (L) 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;
- (M) 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 end of the 2001-2002 school year;
- (N) 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 that the parents can understand; and
- (O) 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).

(2) SPECIAL RULE- In carrying out subparagraph (G) of paragraph (1), the Secretary —

- (A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

(B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.

(3) INAPPLICABILITY- Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.

(d) PLAN DEVELOPMENT AND DURATION-

(1) CONSULTATION- Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.

(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

(3) REVIEW- Each local educational agency shall periodically review and, as necessary, revise its plan.

(e) STATE APPROVAL-

(1) IN GENERAL- Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(2) APPROVAL- The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —

(A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and

(B) meets the requirements of this section.

(3) REVIEW- The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.

(f) PROGRAM RESPONSIBILITY- The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 and 1115.

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

(i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods 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, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including 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 part are used for children in secondary schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

(aa) the right that parents have to have their child immediately removed from such program upon their request; and

(bb) 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; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

### **SEC. 1113. ELIGIBLE SCHOOL ATTENDANCE AREAS.**

(a) DETERMINATION-

(1) IN GENERAL- A local educational agency shall use funds received under this part only in eligible school attendance areas.

(2) ELIGIBLE SCHOOL ATTENDANCE AREAS- For the purposes of this part —

(A) the term 'school attendance area' means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

(B) the term 'eligible school attendance area' means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole.

(3) RANKING ORDER- If funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall —

(A) annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order.

(4) REMAINING FUNDS- If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall —

(A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

(5) MEASURES- The local educational agency shall use the same measure of poverty, which measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act, the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency —

(A) to identify eligible school attendance areas;

(B) to determine the ranking of each area; and

(C) to determine allocations under subsection (c).

(6) EXCEPTION- This subsection shall not apply to a local educational agency with a total enrollment of less than 1,000 children.

(7) WAIVER FOR DESEGREGATION PLANS- The Secretary may approve a local educational agency's written request for a waiver of the requirements of subsections (a) and (c), and permit such agency to treat as eligible, and serve, any school that children attend with a State-ordered, court-ordered school desegregation plan or a plan that continues to be implemented in accordance with a State-ordered or court-ordered desegregation plan, if —

(A) the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and

(B) the Secretary determines on the basis of a written request from such agency and in accordance with such criteria as the Secretary establishes, that approval of that request would further the purposes of this part.

(b) LOCAL EDUCATIONAL AGENCY DISCRETION-

(1) IN GENERAL- Notwithstanding subsection (a)(2), a local educational agency may —

(A) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;

(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

(C) designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year; and

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if —

(i) the school meets the comparability requirements of section 1120A(c);

(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

(2) SPECIAL RULE- Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS-

(1) IN GENERAL- A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

(2) SPECIAL RULE-

(A) IN GENERAL- Except as provided in subparagraph (B), the per-pupil amount of funds allocated to each school attendance area or school under paragraph (1) shall be at least 125 percent of the per-pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112, except that this paragraph shall not apply to a local educational agency that only serves schools in which the percentage of such children is 35 percent or greater.

(B) EXCEPTION- A local educational agency may reduce the amount of funds allocated under subparagraph (A) for a school attendance area or school by the amount of any supplemental State and local funds expended in that school attendance area or school for programs that meet the requirements of section 1114 or 1115.

(3) RESERVATION- A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve —

(A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live;

(B) children in local institutions for neglected children; and

(C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

(4) FINANCIAL INCENTIVES AND REWARDS RESERVATION- A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under subpart 2, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for school improvement, corrective action, and restructuring under section 1116(b) for the purpose of attracting and retaining qualified and effective teachers.

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-

(A) IN GENERAL- No school participating in a schoolwide program shall be required —

(i) to identify particular children under this part as eligible to participate in a schoolwide program; or

(ii) to provide services to such children that are supplementary, as otherwise required by section 1120A(b).

(B) SUPPLEMENTAL FUNDS- A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS-

(A) EXEMPTION- Except as provided in subsection (b), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act, except as provided in section 613(a)(2)(D) of such Act), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS- A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS- A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(4) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- (cc) the integration of vocational and technical education programs; and
- (II) address how the school will determine if such needs have been met; and
- (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.
- (C) Instruction by highly qualified teachers.
- (D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- (E) Strategies to attract high-quality highly qualified teachers to high-need schools.
- (F) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- (G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- (H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- (I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- (J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) PLAN-

- (A) IN GENERAL- Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that —
  - (i) describes how the school will implement the components described in paragraph (1);
  - (ii) describes how the school will use resources under this part and from other sources to implement those components;
  - (iii) includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and
  - (iv) describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).
- (B) PLAN DEVELOPMENT- The comprehensive plan shall be —
  - (i) developed during a one-year period, unless —
    - (I) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
    - (II) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;
  - (ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
  - (iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;

(iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and  
(v) if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

(c) PREKINDERGARTEN PROGRAM- A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

#### SEC. 1115. TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (b) identified as having the greatest need for special assistance.

(b) ELIGIBLE CHILDREN-

(1) ELIGIBLE POPULATION-

(A) IN GENERAL- The eligible population for services under this section is —

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION- From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

(2) CHILDREN INCLUDED-

(A) IN GENERAL- Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START, EVEN START, OR EARLY READING FIRST CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this title, is eligible for services under this part.

(C) PART C CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN- A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN- A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE- Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(c) COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM-

(1) IN GENERAL- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —

(A) use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

(B) ensure that planning for students served under this part is incorporated into existing school planning;

(C) use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —

(i) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

- (ii) help provide an accelerated, high-quality curriculum, including applied learning; and
- (iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

(D) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

(E) provide instruction by highly qualified teachers;

(F) in accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

(G) provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

(H) coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) REQUIREMENTS- Each school conducting a program under this section shall assist participating children selected in accordance with subsection (b) to meet the State's proficient and advanced levels of achievement by--

(A) the coordinating of resources provided under this part with other resources; and

(B) reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before- and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT- To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may —

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES-

(1) SIMULTANEOUS SERVICE- Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES- If--

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including--

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator; and

(iii) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(3) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119 for such fiscal year, and a school may enter into a consortium with another school to carry out such activities.

## SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

(a) LOCAL REVIEW-

(1) IN GENERAL- Each local educational agency receiving funds under this part shall —

(A) use the State academic assessments and other indicators described in the State plan to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2);

(B) at the local educational agency's discretion, use any academic assessments or any other academic indicators described in the local educational agency's plan under section 1112(b)(1)(A) and (B) to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2), except that the local educational agency may not use such indicators (other than as provided for in section 1111(b)(2)(I)) if the indicators reduce the number or change the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may identify additional schools for school improvement or in need of corrective action or restructuring;

(C) publicize and disseminate the results of the local annual review described in paragraph (1) to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the challenging State student academic achievement standards established under section 1111(b)(1); and

(D) review the effectiveness of the actions and activities the schools are carrying out under this part with respect to parental involvement, professional development, and other activities assisted under this part.

(2) AVAILABLE RESULTS- The State educational agency shall ensure that the results of State academic assessments administered in that school year are available to the local educational agency before the beginning of the next school year.

(b) SCHOOL IMPROVEMENT-

(1) GENERAL REQUIREMENTS-

(A) IDENTIFICATION- Subject to subparagraph (C), a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(B) DEADLINE- The identification described in subparagraph (A) shall take place before the beginning of the school year following such failure to make adequate yearly progress.

(C) APPLICATION- Subparagraph (A) shall not apply to a school if almost every student in each group specified in section 1111(b)(2)(C)(v) enrolled in such school is meeting or exceeding the State's proficient level of academic achievement.

(D) TARGETED ASSISTANCE SCHOOLS- To determine if an elementary school or a secondary school that is conducting a targeted assistance program under section 1115 should be identified for school improvement, corrective action, or restructuring under this section, a local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services, under this part.

(E) PUBLIC SCHOOL CHOICE-

(i) IN GENERAL- In the case of a school identified for school improvement under this paragraph, the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school improvement under this paragraph, unless such an option is prohibited by State law.

(ii) RULE- In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1).

(F) TRANSFER- Students who use the option to transfer under subparagraph (E) and paragraph (5)(A), (7)(C)(i), or (8)(A)(i) or subsection (c)(10)(C)(vii) shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.

(2) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE; TIME LIMIT-

(A) IDENTIFICATION- Before identifying an elementary school or a secondary school for school improvement under paragraphs (1) or (5)(A), for corrective action under paragraph (7), or for restructuring under paragraph (8), the local educational agency shall provide the school with an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE- If the principal of a school proposed for identification under paragraph (1), (5)(A), (7), or (8) believes, or a majority of the parents of the students enrolled in such school

believe, that the proposed identification is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the local educational agency, which shall consider that evidence before making a final determination.

(C) FINAL DETERMINATION- Not later than 30 days after a local educational agency provides the school with the opportunity to review such school-level data, the local educational agency shall make public a final determination on the status of the school with respect to the identification.

(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

(II) meets the requirements for professional development activities under section 1119; and

(III) is provided in a manner that affords increased opportunity for participating in that professional development;

(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;

(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;

(vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;

(viii) include strategies to promote effective parental involvement in the school;

(ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

(x) incorporate a teacher mentoring program.

(B) CONDITIONAL APPROVAL- The local educational agency may condition approval of a school plan under this paragraph on —

(i) inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or

(ii) feedback on the school improvement plan from parents and community leaders.

(C) PLAN IMPLEMENTATION- Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification under paragraph (1).

(D) PLAN APPROVED DURING SCHOOL YEAR- Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

(E) LOCAL EDUCATIONAL AGENCY APPROVAL- The local educational agency, within 45 days of receiving a school plan, shall —

- (i) establish a peer review process to assist with review of the school plan; and
- (ii) promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.

(4) TECHNICAL ASSISTANCE-

(A) IN GENERAL- For each school identified for school improvement under paragraph (1), the local educational agency serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan under paragraph (3) throughout the plan's duration.

(B) SPECIFIC ASSISTANCE- Such technical assistance —

- (i) shall include assistance in analyzing data from the assessments required under section 1111(b)(3), and other examples of student work, to identify and address problems in instruction, and problems if any, in implementing the parental involvement requirements described in section 1118, the professional development requirements described in section 1119, and the responsibilities of the school and local educational agency under the school plan, and to identify and address solutions to such problems;
- (ii) shall include assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement;
- (iii) shall include assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status; and
- (iv) may be provided —

(I) by the local educational agency, through mechanisms authorized under section 1117; or

(II) by the State educational agency, an institution of higher education (that is in full compliance with all the reporting provisions of title II of the Higher Education Act of 1965), a private not-for-profit organization or for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

(C) SCIENTIFICALLY BASED RESEARCH- Technical assistance provided under this section by a local educational agency or an entity approved by that agency shall be based on scientifically based research.

(5) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS AFTER IDENTIFICATION- In the case of any school served under this part that fails to make adequate yearly progress, as set out in the State's plan under section 1111(b)(2), by the end of the first full school year after identification under paragraph (1), the local educational agency serving such school —

(A) shall continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency in accordance with subparagraphs (E) and (F);

(B) shall make supplemental educational services available consistent with subsection (e)(1); and

(C) shall continue to provide technical assistance.

(6) NOTICE TO PARENTS- A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8) —

(A) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;

(B) the reasons for the identification;

(C) an explanation of what the school identified for school improvement is doing to address the problem of low achievement;

(D) an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;

(E) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and

(F) an explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation

provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

**(7) CORRECTIVE ACTION-**

**(A) IN GENERAL-** In this subsection, the term corrective action' means action, consistent with State law, that —

(i) substantially and directly responds to —

(I) the consistent academic failure of a school that caused the local educational agency to take such action; and

(II) any underlying staffing, curriculum, or other problems in the school; and

(ii) is designed to increase substantially the likelihood that each group of students described in 1111(b)(2)(C) enrolled in the school identified for corrective action will meet or exceed the State's proficient levels of achievement on the State academic assessments described in section 1111(b)(3).

**(B) SYSTEM-** In order to help students served under this part meet challenging State student academic achievement standards, each local educational agency shall implement a system of corrective action in accordance with subparagraphs (C) through (E).

**(C) ROLE OF LOCAL EDUCATIONAL AGENCY-** In the case of any school served by a local educational agency under this part that fails to make adequate yearly progress, as defined by the State under section 1111(b)(2), by the end of the second full school year after the identification under paragraph (1), the local educational agency shall —

(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

(ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);

(iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

(iv) identify the school for corrective action and take at least one of the following corrective actions:

(I) Replace the school staff who are relevant to the failure to make adequate yearly progress.

(II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

(III) Significantly decrease management authority at the school level.

(IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).

(V) Extend the school year or school day for the school.

(VI) Restructure the internal organizational structure of the school.

**(D) DELAY-** Notwithstanding any other provision of this paragraph, the local educational agency may delay, for a period not to exceed 1 year, implementation of the requirements under paragraph (5), corrective action under this paragraph, or restructuring under paragraph (8) if the school makes adequate yearly progress for 1 year or if its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency or school. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

**(E) PUBLICATION AND DISSEMINATION-** The local educational agency shall publish and disseminate information regarding any corrective action the local educational agency takes under this paragraph at a school—

(i) to the public and to the parents of each student enrolled in the school subject to corrective action;

(ii) in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(iii) through such means as the Internet, the media, and public agencies.

**(8) RESTRUCTURING-**

**(A) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS-** If, after 1 full school year of corrective action under paragraph (7), a school subject to such corrective action continues to fail to make adequate yearly progress, then the local educational agency shall—

- (i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);
  - (ii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and
  - (iii) prepare a plan and make necessary arrangements to carry out subparagraph (B).
- (B) ALTERNATIVE GOVERNANCE—Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:
- (i) Reopening the school as a public charter school.
  - (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
  - (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
  - (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
  - (v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause.

(C) PROMPT NOTICE- The local educational agency shall—

- (i) provide prompt notice to teachers and parents whenever subparagraph (A) or (B) applies; and
  - (ii) provide the teachers and parents with an adequate opportunity to—
    - (I) comment before taking any action under those subparagraphs; and
    - (II) participate in developing any plan under subparagraph (A)(iii).
- (9) TRANSPORTATION— In any case described in paragraph (1)(E) for schools described in paragraphs (1)(A), (5), (7)(C)(i), and (8)(A), and subsection (c)(10)(C)(vii), the local educational agency shall provide, or shall pay for the provision of, transportation for the student to the public school the student attends.
- (10) FUNDS FOR TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES-
- (A) IN GENERAL— Unless a lesser amount is needed to comply with paragraph (9) and to satisfy all requests for supplemental educational services under subsection (e), a local educational agency shall spend an amount equal to 20 percent of its allocation under subpart 2, from which the agency shall spend—
- (i) an amount equal to 5 percent of its allocation under subpart 2 to provide, or pay for, transportation under paragraph (9);
  - (ii) an amount equal to 5 percent of its allocation under subpart 2 to provide supplemental educational services under subsection (e); and
  - (iii) an amount equal to the remaining 10 percent of its allocation under subpart 2 for transportation under paragraph (9), supplemental educational services under subsection (e), or both, as the agency determines.
- (B) TOTAL AMOUNT— The total amount described in subparagraph (A)(ii) is the maximum amount the local educational agency shall be required to spend under this part on supplemental educational services described in subsection (e).
- (C) INSUFFICIENT FUNDS— If the amount of funds described in subparagraph (A)(ii) or (iii) and available to provide services under this subsection is insufficient to provide supplemental educational services to each child whose parents request the services, the local educational agency shall give priority to providing the services to the lowest-achieving children.
- (D) PROHIBITION— A local educational agency shall not, as a result of the application of this paragraph, reduce by more than 15 percent the total amount made available under section 1113(c) to a school described in paragraph (7)(C) or (8)(A) of subsection (b).
- (11) COOPERATIVE AGREEMENT- In any case described in paragraph (1)(E), (5)(A), (7)(C)(i), or (8)(A)(i), or subsection (c)(10)(C)(vii) if all public schools served by the local educational agency to which a child may transfer are identified for school improvement, corrective action or restructuring, the agency shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for a transfer.

(12) DURATION- If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the local educational agency shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement for the succeeding school year.

(13) SPECIAL RULE- A local educational agency shall permit a child who transferred to another school under this subsection to remain in that school until the child has completed the highest grade in that school. The obligation of the local educational agency to provide, or to provide for, transportation for the child ends at the end of a school year if the local educational agency determines that the school from which the child transferred is no longer identified for school improvement or subject to corrective action or restructuring.

(14) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- The State educational agency shall—

(A) make technical assistance under section 1117 available to schools identified for school improvement, corrective action, or restructuring under this subsection consistent with section 1117(a)(2);

(B) if the State educational agency determines that a local educational agency failed to carry out its responsibilities under this subsection, take such corrective actions as the State educational agency determines to be appropriate and in compliance with State law;

(C) ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection; and

(D) for local educational agencies or schools identified for improvement under this subsection, notify the Secretary of major factors that were brought to the attention of the State educational agency under section 1111(b)(9) that have significantly affected student academic achievement.

(c) STATE REVIEW AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT—

(1) IN GENERAL— A State shall—

(A) annually review the progress of each local educational agency receiving funds under this part to determine whether schools receiving assistance under this part are making adequate yearly progress as defined in section 1111(b)(2) toward meeting the State's student academic achievement standards and to determine if each local educational agency is carrying out its responsibilities under this section and sections 1117, 1118, and 1119; and

(B) publicize and disseminate to local educational agencies, teachers and other staff, parents, students, and the community the results of the State review, including statistically sound disaggregated results, as required by section 1111(b)(2).

(2) REWARDS- In the case of a local educational agency that, for 2 consecutive years, has exceeded adequate yearly progress as defined in the State plan under section 1111(b)(2), the State may make rewards of the kinds described under section 1117 to the agency.

(3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT- A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(4) TARGETED ASSISTANCE SCHOOLS— When reviewing targeted assistance schools served by a local educational agency, a State educational agency may choose to review the progress of only the students in such schools who are served, or are eligible for services, under this part.

(5) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE—

(A) REVIEW— Before identifying a local educational agency for improvement under paragraph (3) or corrective action under paragraph (10), a State educational agency shall provide the local educational agency with an opportunity to review the data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE— If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State educational agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data under subparagraph (A).

(6) NOTIFICATION TO PARENTS—The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

(7) LOCAL EDUCATIONAL AGENCY REVISIONS-

(A) PLAN— Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—

(i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;

- (ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;
- (iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119;
- (iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);
- (v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
- (vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; and
- (viii) include strategies to promote effective parental involvement in the school.

(B) IMPLEMENTATION—The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

(9) STATE EDUCATIONAL AGENCY RESPONSIBILITY—

(A) TECHNICAL OR OTHER ASSISTANCE— For each local educational agency identified under paragraph (3), the State educational agency shall provide technical or other assistance if requested, as authorized under section 1117, to better enable the local educational agency to—

- (i) develop and implement the local educational agency's plan; and
- (ii) work with schools needing improvement.

(B) METHODS AND STRATEGIES—Technical assistance provided under this section by the State educational agency or an entity authorized by such agency shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, in implementing the parental involvement activities described in section 1118 and the professional development activities described in section 1119.

(10) CORRECTIVE ACTION— In order to help students served under this part meet challenging State student academic achievement standards, each State shall implement a system of corrective action in accordance with the following:

(A) DEFINITION— As used in this paragraph, the term 'corrective action' means action, consistent with State law, that—

- (i) substantially and directly responds to the consistent academic failure that caused the State to take such action and to any underlying staffing, curricular, or other problems in the agency; and
- (ii) is designed to meet the goal of having all students served under this part achieve at the proficient and advanced student academic achievement levels.

(B) GENERAL REQUIREMENTS— After providing technical assistance under paragraph (9) and subject to subparagraph (E), the State—

- (i) may take corrective action at any time with respect to a local educational agency that has been identified under paragraph (3);
- (ii) shall take corrective action with respect to any local educational agency that fails to make adequate yearly progress, as defined by the State, by the end of the second full school year after the identification of the agency under paragraph (3); and
- (iii) shall continue to provide technical assistance while instituting any corrective action under clause (i) or (ii).

(C) CERTAIN CORRECTIVE ACTIONS REQUIRED— In the case of a local educational agency identified for corrective action, the State educational agency shall take at least one of the following corrective actions:

- (i) Deferring programmatic funds or reducing administrative funds.
- (ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff, that

offers substantial promise of improving educational achievement for low-achieving students.

(iii) Replacing the local educational agency personnel who are relevant to the failure to make adequate yearly progress.

(iv) Removing particular schools from the jurisdiction of the local educational agency and establishing alternative arrangements for public governance and supervision of such schools.

(v) Appointing, through the State educational agency, a receiver or trustee to administer the affairs of the local educational agency in place of the superintendent and school board.

(vi) Abolishing or restructuring the local educational agency.

(vii) Authorizing students to transfer from a school operated by the local educational agency to a higher-performing public school operated by another local educational agency in accordance with subsections (b)(1)(E) and (F), and providing to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9), in conjunction with carrying out not less than one additional action described under this subparagraph.

(D) HEARING- Prior to implementing any corrective action under this paragraph, the State educational agency shall provide notice and a hearing to the affected local educational agency, if State law provides for such notice and hearing. The hearing shall take place not later than 45 days following the decision to implement corrective action.

(E) NOTICE TO PARENTS- The State educational agency shall publish, and disseminate to parents and the public, information on any corrective action the State educational agency takes under this paragraph through such means as the Internet, the media, and public agencies.

(F) DELAY- Notwithstanding subparagraph (B)(ii), a State educational agency may delay, for a period not to exceed 1 year, implementation of corrective action under this paragraph if the local educational agency makes adequate yearly progress for 1 year or its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

(11) SPECIAL RULE- If a local educational agency makes adequate yearly progress for two consecutive school years beginning after the date of identification of the agency under paragraph (3), the State educational agency need no longer identify the local educational agency for improvement or subject the local educational agency to corrective action for the succeeding school year.

(d) CONSTRUCTION- Nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

(e) SUPPLEMENTAL EDUCATIONAL SERVICES-

(1) SUPPLEMENTAL EDUCATIONAL SERVICES- In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES- Each local educational agency subject to this subsection shall—

(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

(i) the availability of services under this subsection;

(ii) the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

(B) if requested, assist parents in choosing a provider from the list of approved providers maintained by the State;

(C) apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students; and

(D) not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student.

(3) AGREEMENT— In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall—

(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES— A State educational agency shall--

(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

(5) CRITERIA FOR PROVIDERS— In order for a provider to be included on the State list under paragraph

(4)(C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES— The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of--

(A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or

(B) the actual costs of the supplemental educational services received by the child.

(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY— Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

(8) DURATION— The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

(9) PROHIBITION– Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

(10) WAIVER–

(A) REQUIREMENT– At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that–

- (i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and
- (ii) the local educational agency provides evidence that it is not able to provide those services.

(B) NOTIFICATION– The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

(11) SPECIAL RULE– If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

(12) DEFINITIONS– In this subsection—

(A) the term eligible child' means a child from a low–income family, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1);

(B) the term provider' means a non–profit entity, a for-profit entity, or a local educational agency that—

- (i) has a demonstrated record of effectiveness in increasing student academic achievement;
- (ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and
- (iii) is financially sound; and

(C) the term supplemental educational services' means tutoring and other supplemental academic enrichment services that are—

- (i) in addition to instruction provided during the school day; and
- (ii) are of high quality, research–based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

(f) SCHOOLS AND LEAS PREVIOUSLY IDENTIFIED FOR IMPROVEMENT OR CORRECTIVE ACTION–

(1) SCHOOLS–

(A) SCHOOL IMPROVEMENT–

(i) SCHOOLS IN SCHOOL–IMPROVEMENT STATUS BEFORE DATE OF

ENACTMENT– Any school that was in the first year of school improvement status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school that is in the first year of school improvement status under paragraph (1).

(ii) SCHOOLS IN SCHOOL–IMPROVEMENT STATUS FOR 2 OR MORE YEARS BEFORE DATE OF ENACTMENT– Any school that was in school improvement status under this section for two or more consecutive school years preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in subsection (b)(5).

(B) CORRECTIVE ACTION– Any school that was in corrective action status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in paragraph (7).

(2) LEAS–

(A) LEA IMPROVEMENT– A State shall identify for improvement under subsection (c)(3) any local educational agency that was in improvement status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(B) CORRECTIVE ACTION– A State shall identify for corrective action under subsection (c)(10) any local educational agency that was in corrective action status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(C) SPECIAL RULE– For the schools and other local educational agencies described under paragraphs (1) and (2), as required, the State shall ensure that public school choice in accordance with subparagraphs (b)(1)(E) and (F) and supplemental education services in accordance with subsection (e) are provided not later than the first day of the 2002-2003 school year.

(D) TRANSITION– With respect to a determination that a local educational agency has for 2 consecutive years failed to make adequate yearly progress as defined in the State plan under section 1111(b)(2), such determination shall include in such 2-year period any continuous period of time immediately preceding the date of enactment of the No Child Left Behind Act of 2001 during which the agency has failed to make such progress.

(g) SCHOOLS FUNDED BY THE BUREAU OF INDIAN AFFAIRS–

(1) ADEQUATE YEARLY PROGRESS FOR BUREAU FUNDED SCHOOLS–

(A) DEVELOPMENT OF DEFINITION–

(i) DEFINITION– The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, using the process set out in section 1138(b) of the Education Amendments of 1978, shall define adequate yearly progress, consistent with section 1111(b), for the schools funded by the Bureau of Indian Affairs on a regional or tribal basis, as appropriate, taking into account the unique circumstances and needs of such schools and the students served by such schools.

(ii) USE OF DEFINITION– The Secretary of the Interior, consistent with clause (i), may use the definition of adequate yearly progress that the State in which the school that is funded by the Bureau is located uses consistent with section 1111(b), or in the case of schools that are located in more than one State, the Secretary of the Interior may use whichever State definition of adequate yearly progress that best meets the unique circumstances and needs of such school or schools and the students the schools serve.

(B) WAIVER– The tribal governing body or school board of a school funded by the Bureau of Indian Affairs may waive, in part or in whole, the definition of adequate yearly progress established pursuant to paragraph (A) where such definition is determined by such body or school board to be inappropriate. If such definition is waived, the tribal governing body or school board shall, within 60 days thereafter, submit to the Secretary of Interior a proposal for an alternative definition of adequate yearly progress, consistent with section 1111(b), that takes into account the unique circumstances and needs of such school or schools and the students served. The Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, shall approve such alternative definition unless the Secretary determines that the definition does not meet the requirements of section 1111(b), taking into account the unique circumstances and needs of such school or schools and the students served.

(C) TECHNICAL ASSISTANCE– The Secretary of Interior shall, in consultation with the Secretary if the Secretary of Interior requests the consultation, either directly or through a contract, provide technical assistance, upon request, to a tribal governing body or school board of a school funded by the Bureau of Indian Affairs that seeks to develop an alternative definition of adequate yearly progress.

(2) ACCOUNTABILITY FOR BIA SCHOOLS– For the purposes of this section, schools funded by the Bureau of Indian Affairs shall be considered schools subject to subsection (b), as specifically provided for in this subsection, except that such schools shall not be subject to subsection (c), or the requirements to provide public school choice and supplemental educational services under subsections (b) and (e).

(3) SCHOOL IMPROVEMENT FOR BUREAU SCHOOLS–

(A) CONTRACT AND GRANT SCHOOLS– For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such school shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(3), and subsection (b)(5), other than subsection (b)(1)(E). The Bureau of Indian Affairs shall be responsible for meeting the requirements of subsection (b)(4) relating to technical assistance.

(B) BUREAU OPERATED SCHOOLS– For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to development and implementation of any school improvement plan as described in subsections (b)(1) through (b)(5), other than subsection (b)(1)(E).

(4) CORRECTIVE ACTION AND RESTRUCTURING FOR BUREAU–FUNDED SCHOOLS–

(A) CONTRACT AND GRANT SCHOOLS— For a school funded by the Bureau of Indian Affairs which is operated under a contract issued by the Secretary of the Interior pursuant to the Indian Self-Determination Act (25 U.S.C. 450 et seq.) or under a grant issued by the Secretary of the Interior pursuant to the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), the school board of such school shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by such school board under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

(B) BUREAU OPERATED SCHOOLS— For schools operated by the Bureau of Indian Affairs, the Bureau shall be responsible for meeting the requirements of subsection (b) relating to corrective action and restructuring as described in subsection (b)(7) and (b)(8). Any action taken by the Bureau under subsection (b)(7) or (b)(8) shall take into account the unique circumstances and structure of the Bureau of Indian Affairs-funded school system and the laws governing that system.

(5) ANNUAL REPORT— On an annual basis, the Secretary of the Interior shall report to the Secretary of Education and to the appropriate committees of Congress regarding any schools funded by the Bureau of Indian Affairs which have been identified for school improvement. Such report shall include—

(A) the identity of each school;

(B) a statement from each affected school board regarding the factors that lead to such identification; and

(C) an analysis by the Secretary of the Interior, in consultation with the Secretary if the Secretary of Interior requests the consultation, as to whether sufficient resources were available to enable such school to achieve adequate yearly progress.

(h) OTHER AGENCIES— After receiving the notice described in subsection (b)(14)(D), the Secretary may notify, to the extent feasible and necessary as determined by the Secretary, other relevant Federal agencies regarding the major factors that were determined by the State educational agency to have significantly affected student academic achievement.

## SEC. 1117. SCHOOL SUPPORT AND RECOGNITION.

### (a) SYSTEM FOR SUPPORT—

(1) IN GENERAL— Each State shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under this part, in order to increase the opportunity for all students served by those agencies and schools to meet the State's academic content standards and student academic achievement standards.

(2) PRIORITIES— In carrying out this subsection, a State shall —

(A) first, provide support and assistance to local educational agencies with schools subject to corrective action under section 1116 and assist those schools, in accordance with section 1116(b)(11), for which a local educational agency has failed to carry out its responsibilities under paragraphs (7) and (8) of section 1116(b);

(B) second, provide support and assistance to other local educational agencies with schools identified as in need of improvement under section 1116(b); and

(C) third, provide support and assistance to other local educational agencies and schools participating under this part that need that support and assistance in order to achieve the purpose of this part.

(3) REGIONAL CENTERS— Such a statewide system shall, to the extent practicable, work with and receive support and assistance from the comprehensive regional technical assistance centers and the regional educational laboratories under section 941(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994, or other providers of technical assistance.

(4) STATEWIDE SYSTEM—

(A) In order to achieve the purpose described in paragraph (1), the statewide system shall include, at a minimum, the following approaches:

(i) Establishing school support teams in accordance with subparagraph (C) for assignment to, and working in, schools in the State that are described in paragraph (2).

(ii) Providing such support as the State educational agency determines necessary and available in order to ensure the effectiveness of such teams.

(iii) Designating and using distinguished teachers and principals who are chosen from schools served under this part that have been especially successful in improving academic achievement.

(iv) Devising additional approaches to providing the assistance described in paragraph (1), such as providing assistance through institutions of higher education and educational

service agencies or other local consortia, and private providers of scientifically based technical assistance.

(B) PRIORITY- The State educational agency shall give priority to the approach described in clause (i) of subparagraph (A).

(5) SCHOOL SUPPORT TEAMS-

(A) COMPOSITION- Each school support team established under this section shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students, including —

- (i) highly qualified or distinguished teachers and principals;
- (ii) pupil services personnel;
- (iii) parents;
- (iv) representatives of institutions of higher education;
- (v) representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- (vi) representatives of outside consultant groups; or
- (vii) other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

(B) FUNCTIONS- Each school support team assigned to a school under this section shall —

- (i) review and analyze all facets of the school's operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school;
- (ii) collaborate with parents and school staff and the local educational agency serving the school in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under section 1111(b)(2)(B);
- (iii) evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the local educational agency, and, where appropriate, the State educational agency; and
- (iv) make additional recommendations as the school implements the plan described in clause (ii) to the local educational agency and the State educational agency concerning additional assistance that is needed by the school or the school support team.

(C) CONTINUATION OF ASSISTANCE- After one school year, from the beginning of the activities, such school support team, in consultation with the local educational agency, may recommend that the school support team continue to provide assistance to the school, or that the local educational agency or the State educational agency, as appropriate, take alternative actions with regard to the school.

(b) STATE RECOGNITION-

(1) ACADEMIC ACHIEVEMENT AWARDS PROGRAM-

(A) IN GENERAL- Each State receiving a grant under this part —

- (i) shall establish a program for making academic achievement awards to recognize schools that meet the criteria described in subparagraph (B); and
- (ii) as appropriate and as funds are available under subsection (c)(2)(A), may financially reward schools served under this part that meet the criteria described in clause (ii).

(B) CRITERIA- The criteria referred to in subparagraph (A) are that a school —

- (i) significantly closed the achievement gap between the groups of students described in section 1111(b)(2); or
- (ii) exceeded their adequate yearly progress, consistent with section 1111(b)(2), for 2 or more consecutive years.

(2) DISTINGUISHED SCHOOLS- Of those schools meeting the criteria described in paragraph (2), each State shall designate as distinguished schools those schools that have made the greatest gains in closing the achievement gap as described in subparagraph (B)(i) or exceeding adequate yearly progress as described in subparagraph (B)(ii). Such distinguished schools may serve as models for and provide support to other schools, especially schools identified for improvement under section 1116, to assist such schools in meeting the State's academic content standards and student academic achievement standards.

(3) AWARDS TO TEACHERS- A State program under paragraph (1) may also recognize and provide financial awards to teachers teaching in a school described in such paragraph that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction, or to teachers or principals designated as distinguished under subsection (a)(4)(A)(iii).

(c) FUNDING-

(1) IN GENERAL- Each State —

(A) shall use funds reserved under section 1003(a) and may use funds made available under section 1003(g) for the approaches described under subsection (a)(4)(A); and  
(B) shall use State administrative funds authorized under section 1004(a) to establish the statewide system of support described under subsection (a).

(2) RESERVATIONS OF FUNDS BY STATE-

(A) AWARDS PROGRAM- For the purpose of carrying out subsection (b)(1), each State receiving a grant under this part may reserve, from the amount (if any) by which the funds received by the State under subpart 2 for a fiscal year exceed the amount received by the State under that subpart for the preceding fiscal year, not more than 5 percent of such excess amount.

(B) TEACHER AWARDS- For the purpose of carrying out subsection (b)(3), a State educational agency may reserve such funds as necessary from funds made available under section 2113.

(3) USE WITHIN 3 YEARS- Notwithstanding any other provision of law, the amount reserved under subparagraph (A) by a State for each fiscal year shall remain available to the State until expended for a period not exceeding 3 years receipt of funds.

(4) SPECIAL ALLOCATION RULE FOR SCHOOLS IN HIGH-POVERTY AREAS-

(A) IN GENERAL- Each State shall distribute not less than 75 percent of any amount reserved under paragraph (2)(A) for each fiscal year to schools described in subparagraph (B), or to teachers in those schools consistent with subsection (b)(3).

(B) SCHOOL DESCRIBED- A school described in subparagraph (A) is a school whose student population is in the highest quartile of schools statewide in terms of the percentage of children from low income families.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY-** In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) **INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS-** In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) **REVIEW-** The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

## SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

(a) **TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-**

- (1) **IN GENERAL-** Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall

ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

(b) REPORTS-

(1) ANNUAL STATE AND LOCAL REPORTS-

(A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

(B) STATE REPORTS- Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002-2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).

(C) INFORMATION FROM OTHER REPORTS- A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

(2) ANNUAL REPORTS BY THE SECRETARY- Each year, beginning with the 2002-2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).

(c) NEW PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

(d) EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES- Subsections (c) and (d) shall not apply to a paraprofessional —

(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or

(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

(g) DUTIES OF PARAPROFESSIONALS-

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED- A paraprofessional described in paragraph (1) may be assigned —

(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

(B) to assist with classroom management, such as organizing instructional and other materials;

(C) to provide assistance in a computer laboratory;

(D) to conduct parental involvement activities;

(E) to provide support in a library or media center;

(F) to act as a translator; or

(G) to provide instructional services to students in accordance with paragraph (3).

(3) ADDITIONAL LIMITATIONS- A paraprofessional described in paragraph (1) —

(A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and

(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(h) USE OF FUNDS- A local educational agency receiving funds under this part may use such funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying the requirements of this section.

(i) VERIFICATION OF COMPLIANCE-

(1) IN GENERAL- In verifying compliance with this section, each local educational agency, at a minimum, shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such school is in compliance with the requirements of this section.

(2) AVAILABILITY OF INFORMATION- Copies of attestations under paragraph (1) —

(A) shall be maintained at each school operating a program under section 1114 or 1115 and at the main office of the local educational agency; and

(B) shall be available to any member of the general public on request.

(j) COMBINATIONS OF FUNDS- Funds provided under this part that are used for professional development purposes may be combined with funds provided under title II of this Act, other Acts, and other sources.

(k) SPECIAL RULE- Except as provided in subsection (l), no State educational agency shall require a school or a local educational agency to expend a specific amount of funds for professional development activities under this part, except that this paragraph shall not apply with respect to requirements under section 1116(c)(3).

(l) MINIMUM EXPENDITURES- Each local educational agency that receives funds under this part shall use not less than 5 percent, or more than 10 percent, of such funds for each of fiscal years 2002 and 2003, and not less than 5 percent of the funds for each subsequent fiscal year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year.

## SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT-

(1) IN GENERAL- To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL- Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY- Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(4) EXPENDITURES- Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which the local educational agency may determine each year or every 2 years.

(5) PROVISION OF SERVICES- The local educational agency may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION-

(1) IN GENERAL- To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

(2) TIMING- Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(3) DISCUSSION- Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(4) DOCUMENTATION- Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.

(5) COMPLIANCE-

(A) IN GENERAL- A private school official shall have the right to complain to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

(B) PROCEDURE- If the private school official wishes to complain, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS-

(1) CALCULATION- A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by —

(A) using the same measure of low income used to count public school children;

(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;

(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or

(D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS- Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 9505.

(d) PUBLIC CONTROL OF FUNDS-

(1) IN GENERAL- The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES-

(A) PROVIDER- The provision of services under this section shall be provided —

(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT- In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS- If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall —

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 9503 and 9504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

#### SEC. 1120A. FISCAL REQUIREMENTS.

(a) MAINTENANCE OF EFFORT- A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 9521.

(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NON-FEDERAL FUNDS-

(1) IN GENERAL- A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.

(2) SPECIAL RULE- No local educational agency shall be required to provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

(c) COMPARABILITY OF SERVICES-

(1) IN GENERAL-

(A) COMPARABLE SERVICES- Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

(B) SUBSTANTIALLY COMPARABLE SERVICES- If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

(C) BASIS- A local educational agency may meet the requirements of subparagraphs (A) and (B) on a grade-span by grade-span basis or a school-by-school basis.

(2) WRITTEN ASSURANCE-

(A) EQUIVALENCE- A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented--

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(B) DETERMINATIONS- For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

(C) EXCLUSIONS- A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

(3) PROCEDURES AND RECORDS- Each local educational agency assisted under this part shall--

(A) develop procedures for compliance with this subsection; and

(B) maintain records that are updated biennially documenting such agency's compliance with this subsection.

(4) INAPPLICABILITY- This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

(5) COMPLIANCE- For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for--

(A) language instruction educational programs; and

(B) the excess costs of providing services to children with disabilities as determined by the local educational agency.

(d) EXCLUSION OF FUNDS- For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

#### SEC. 1120B. COORDINATION REQUIREMENTS.

(a) IN GENERAL- Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs such as the Early Reading First program.

(b) ACTIVITIES- The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood development programs, such as the Early Reading First program, serving children who will attend the schools of the local educational agency, including —

(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program;

(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs such as the Early Reading First program, as appropriate, to facilitate coordination of programs;

(3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children;

(4) organizing and participating in joint transition-related training of school staff, Head Start program staff, Early Reading First program staff, and, where appropriate, other early childhood development program staff; and

(5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs.

(c) COORDINATION OF REGULATIONS- The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this part with regulations promulgated under the Head Start Act.