

San Bruno Park School District

Local Education Agency
Plan

District Profile

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

District Profile and Needs Assessment

Located in the community that serves as the site for San Francisco International Airport, the San Bruno Park School District has an enrollment of 2,639 K-8 students. Once predominantly Caucasian in background, the students now are increasingly Hispanic, Pacific Islander, Asian, Indian, Pakistani, Filipino, Russian and Korean. Long-term staff members describe these population changes as seemingly occurring overnight, but they have been at least a decade in the making. As a result, the school district has intensified its efforts to meet new compliance regulations for English language learners, while also working to narrow the achievement gap among all students and establish more effective ways of supporting teachers and principals as they seek the knowledge and skills that will improve their work with the children.

In seeking to become more competent agents of their own improvement, all of the District's schools—seven elementary and one intermediate—elected to participate in the continuous school improvement model sponsored by the Bay Area School Reform Collaborative (BASRC) beginning in 2002-03. The District BASRC work, in collaboration with teachers and administrators in the neighboring towns of Hillsborough and Millbrae; met for shared professional development experiences and/or mutual support and conversation. Special funds, as well as, BASRC coaches and consultants supported the work to build capacity at each site. In 2008-09, staff continues to use Thursday early release for individual teacher planning (2 Thursdays) site professional development (1 Thursday) and District grade level meetings (1 Thursday) to examine student performance data and the application of tailored “best practices” in their classrooms.

The District recognizes that it must intensify its efforts to narrow the achievement gap that exists in specific subgroups (English Learners and Students with Disabilities) while maintaining the academic growth of all groups. An analysis of the District's 2008 STAR California Standards Test (CST) show that in grades two through eight, 52.4% of all students reached proficiency in English /Language Arts. English Learners reached 31.5% and Students with Disabilities 21.8%

If all students are to reach high standards in reading/English language arts by 2013-2014, it appears that adequate yearly progress in grades two through eight requires that approximately 7.9% more students per year score proficient or higher, English Learners 11.4%, and Students with Disabilities 13.1% higher.

The District's 2008 STAR California Standards Test (CST) scores in mathematics indicate that 55% of the students in grades two through eight were proficient, English Learners scored 40.5% and Students with Disabilities scored 27.8%. Here, too, there is room for improvement.

If all students are to achieve proficiency in mathematics by 2013-2014, adequate yearly progress requires that an average gain of 7.5% more students per year in grades two through eight be made, English Learners 9.9%, and Students with Disabilities 12% at the proficient or higher level on the California Standards Test.

Based on this and other data relative to student achievement, the Local Education Agency Plan (LEA Plan) addresses the specific actions the District will take to ensure that it meets the programmatic, curricular, and instructional goals that will result in all students attaining the performance goals of the NCLB legislation.

The mission of the San Bruno Park School District is to provide our diverse community of learners a challenging and high-level academic program in a positive, safe, and secure environment by cultivating creativity, curiosity, compassion, and respectful coexistence.

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.

The San Bruno Park School District administers a series of K-6 triennial student academic assessments in the core subject areas of English/language arts including writing and a Reading Inventory, as well as mathematics. Grades 7 & 8 will administer new academic assessments in English language arts including writing, mathematics, science, and history social studies on a quarterly basis for 2008-09.

In the area of English/language arts, assessments are reviewed at a grade level or departmental meeting in the spring of each year and revised as necessary for the next academic year. In shaping this assessment program, the District has benefited from initial consultation with Linda Diamond, Executive Director of CORE, a professional development organization that works with schools and districts to implement effective, research-based reading practices. The assessment program for the coming year will include the trimester tests deemed most beneficial by teachers to gauge implementation and progress, drive instruction and identify students for interventions.

In the area of mathematics for 2008-09, K-5 assessments will be the unit assessments imbedded in the new California Math program by Houghton-Mifflin. Students in 6-8 will be assessed with the standards based chapter tests imbedded in the McDougal-Littell programs of Course 1, 2, Algebra, and Algebra Readiness.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>1. District and site administrators will ensure that curriculum standards are met through ongoing assessment of programs and individual achievement.</p> <p>2. The reading/language arts program at all grade levels reflects the California State Standards (K-8) and English Language Development standards emphasizing listening, speaking, reading, writing, and analyzing skills.</p> <p>3. An instructional pacing guide for grades K-8 has been established, as well as, a common calendar for standards based assessments by teachers at each grade level. They are revised annually at end of the year grade level/department meetings.</p> <p>4. A district-wide calendar--aligning time, training meetings and resources to the District's stated goals and strategies--is developed annually before the start of the new school year.</p> <p>5. Explicit instruction in the area of writing will be addressed at site, grade level and departmental meetings with professional development devoted to "how to teach writing".</p> <p>6. Newly credentialed teachers participate in the District's BTSA program to ensure understanding and mastery with respect to standards based instruction and materials.</p>	<p>Principals Implementation began in 2002 and continuing</p> <p>Teachers/Curriculum Council</p> <p>Ass't Supt.-Instruction Principals/Teachers 2007/ongoing</p> <p>Ass't Supt./In place and ongoing</p> <p>Principals/Teachers Ongoing</p> <p>BTSA Advisors/ Beginning Teachers In place and continuing</p>	<p>Open Court Santillana</p> <p>Santillana (supplemental) Open Court supplemental workbooks and decodables ALD Program at BA</p> <p>Jane Schaffer/SMCOE AVID Training</p>	<p>Varies by school</p> <p>Director</p>	<p>District IMF ELL/ EIA/Title I</p> <p>District IMF SLIP EIA PTA SLIP</p> <p>Site: SLIP, Title I, EIA SMCOE</p> <p>PAR/BTSA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>1. Teachers will examine student work samples at grade level meetings and consider ways of monitoring and/or adjusting their strategies to ensure each child’s mastery of the reading/language arts standards.</p> <p>2. District instructional materials will continue to be chosen according to the state adoption schedule and aligned with the California State Standards.</p> <p>3. At all school sites, teachers will implement appropriate instructional accommodations to ensure that Special Education and English Language Learners have access to the standards based curriculum. These accommodations include, but are not limited to: modification of the vocabulary and grammar used in instruction, use of visual aids, summaries of lesson main points (in English at the child’s language level), appropriate modifications of the homework, and assignments that help Special Education and ELL students understand the content</p> <p>4. All students will learn a variety of reading comprehension strategies and ways of monitoring/adjusting their strategies to ensure comprehension. (See previous section).</p> <p>5. In all content areas, students in grades 4-8 will be given increased opportunities to read expository selections.</p> <p>6. Classroom and school libraries support standards based instruction and provide opportunities for regular fluent, independent reading.</p>	<p>Ass’t. Supt. Instruction/ Principals/Teachers In place</p> <p>Superintendent/ Ass’t Supt. Instruction/ Teachers/Curriculum Council</p> <p>Ass’t. Supt. Student Services/ Principals/Teachers In Place</p> <p>Principals and Teachers 2003-ongoing</p> <p>Principals Teachers 2003 ongoing</p> <p>Principals/Teachers Ongoing</p>	<p>Open Court replenish Holt Santillana</p> <p>Holt/High Point (2003-04) Open Court workbooks replenished each year</p> <p>Frontloading Summer School in August Parkside ELD</p> <p>STARS AND CARS Reading Counts/ Open Court</p> <p>Library or classroom books Leveled books in the content area/Newspapers</p> <p>Leveled Readers Media Aide/Computer Aide Reading Counts Books</p>	<p></p> <p></p> <p></p> <p>Varies by school</p> <p>Varies by school</p> <p>Site Specific</p>	<p>IMF Site: Title I, ELL, SLIP, EIA</p> <p></p> <p>Site: Title I, ELL, EIA/PTA</p> <p>Site: IMF, Title I, ELL, EIA, SLIP, Donations</p> <p>SLIP/EIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1. Depending on funding, school sites will offer homework and/or intervention academies for students to get help with reading before or after school.</p> <p>2. Parkside Intermediate School offers two daily core ELA periods for students and has applied for before and after school tutoring grants for those students below proficient.</p> <p>3. School sites will offer a range of programs to encourage independent reading, such as book fairs, Family Literacy Nights, Overnight Book Programs, cross-age tutoring programs, Reading Counts and summer reading lists.</p> <p>4. Supplemental Educational Services (SES) will be offered at Belle Air as required in year two in Program Improvement.</p>	<p>Ass't Supt. Student Services/Teachers</p> <p>Administration/teachers</p> <p>Principals Teachers/PTA In place and ongoing</p>	<p>Homework Club Academies Reading Writing</p> <p>Pod casting/audio books</p>	<p>Varies by school PS \$14,000</p> <p>Varies by school</p> <p>\$34,000</p>	<p>Homework Club Grant</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>1. All District schools will purchase effective up-to-date instructional software to enhance learning. The following technology software tools are recommended for use district-wide:</p> <ul style="list-style-type: none"> • Scholastic Reading Counts and Scholastic Reading Inventory (2-8) • Read Naturally (Intervention for Comprehension and Fluency (K-6) • Lexia for Phonics Development especially with EL and Special Education students (K-6) • Type to Learn to teach Keyboarding Skills (2-6) 	<p>Principal, teachers</p> <p>Technology Committee Curriculum Council</p>	<p>Update Technology Computer Lab carts Software P/S Update Word program</p>		<p>Title I, EIA, ELL, SLIP, donations</p>

<ul style="list-style-type: none"> • Kidspiration and Inspiration to teach Writing Skills with Graphic Organizer (K-8) <p>2. Professional Development will include:</p> <ul style="list-style-type: none"> • Atomic Learning (K-8) available for teachers and students • Publisher PD to access technology tools with each new adoption • Continued hands-on workshops learning for the 21st Century learner. <p>3. The State Approved Technology Plan will be followed in regards to purchasing of new hardware and software. Web2.0 tools will be investigated in the coming year to increase student engagement in the learning process.</p> <p>4. Provide online site links for parents and students for instruction and increased communication.</p> <p>5. The district-wide assessment plan includes content standards and performance based assessments for ELA anchored in the state standards and frameworks.</p> <p>6. Assessments are reported in Pearson Inform and used to guide next steps at the site and district levels. Teachers identify students needing interventions to track progress over time.</p> <p>7. As more laptops and LCD projectors are being purchased, wireless access district-wide (K-6 and DO) is essential to increase access to online resources and improve learning.</p> <p>8. The Technology Committee’s emphasis this year is to improve and increase the use of technology as an integrated teaching tool to engage the 21st century student.</p>	<p>Principals/teachers</p> <p>Technology Team and Committee</p> <p>Administrators/teachers /trimester assessments</p> <p>Principals/Teachers</p> <p>Technology Team/ Committee</p> <p>Technology Team /Principals</p>	<p>PowerSchool/School Loop Reading Counts</p> <p>Assessment Data program— Pearson INFORM</p>		
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1. All new teachers will participate in the BTSA induction program</p>	<p>ongoing</p>			<p>PAR/BTSA</p>

<p>workshops focusing on the use of the reading/language arts standards in instruction.</p> <p>2. A restructured schedule provides on-going staff development for all teachers. Program articulation is provided in the district’s monthly grade level/departmental meetings.</p> <p>3. Additional staff development is provided through three district-wide professional development days.</p> <p>4. Professional development and collaboration that provides a model of best teaching practices of the writing process will be provided.</p>	<p>Principals BTSA Advisors Ongoing</p> <p>Ass’t Supt. Ongoing</p> <p>Principals/Teachers</p>			
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1. District administration reports tri-annually on student assessment results in reading and language arts to the school community at regularly scheduled School Board meetings.</p> <p>2. The School Site Council and District English Language Advisory Committee (DELAC), contribute to evaluation of ELA programs.</p> <p>3. Individual student assessment results are communicated to parents at regularly scheduled parent conferences, and on the District’s standards based report cards at the elementary level.</p> <p>4. The District uses a K-6 standards-based report card. The District uses PowerSchool Teacher to generate report cards in grades K-8 providing parents the opportunity to access student attendance and grades in “real time” for grades 4-8.</p> <p>5. Principals supervise teacher communications to parents of all students at-risk for retention. Communications regarding the</p>	<p>Ass’t Supt. Instruction Fall 2004 and continuing</p> <p>Ass’t Supt, /Principals Teachers</p> <p>Principals/Teachers Ongoing</p> <p>Superintendent/District Technology staff. 2006 and ongoing</p> <p>Principals/Teachers ongoing</p>	<p>Upgrade to PowerSchool Premier</p>	<p>\$9,000 \$2.00 per student</p>	<p>Tech Fund, varies by school, Title I, EIA SLIP</p>

student's promotion plan will occur regularly.				
6. School Site plans include information on ways for parents to become actively involved in their child's education. Information is distributed at the beginning of each year.	Principal, Teachers	Family Night	BA \$700	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1. Transition to the elementary school program from preschool is supported by the District through a parent meeting with the Superintendent.</p> <p>2. Pre-school parent education meetings are provided.</p> <p>3. Each school site provides a kindergarten orientation for incoming kindergartners and their parents.</p> <p>4. Students and parents in grades 6-8 are briefed on the implications of the CAHSEE for building capacity and mastery in ELA at these grade levels.</p> <p>5. Matriculation/transition programs and assessments are provided by Parkside administration. (from 6th to 7th and from 8th to 9th) Ensure that 6th grade assessments get to the teachers at Parkside</p> <p>6. Academic Advising at Parkside is supported by the district's elementary principals in monthly sessions with their at-risk alumni.</p> <p>7. Special Education students participate in transitional IEP meetings when transferring from one school to another.</p>	<p>Superintendent ongoing</p> <p>Ass't. Supt. Student Services</p> <p>Principals/Teachers</p> <p>Principals/Teacher Counselor Back to School night</p> <p>Parkside Admin. 6th grade teachers</p> <p>Principals/Teachers Ongoing</p> <p>Ass't. Supt./Teacher/parents/student</p>		\$35,000	Counseling Grant

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1. K-8 ELA assessments aligned with the State Standards provide performance data which is analyzed to determine the implications with respect to program implementation, classroom practices, and individual student progress. 2. At-risk students have an individual student Promotion/ Retention intervention plan designed to meet each child's needs. 3. Regular Board updates in the area of curriculum are given under staff reports at monthly Board meetings. 4. LEA Plan Reviews monitor progress and effectiveness of the instructional plan. 5. The Superintendent/Principal data meetings review site specific data regarding student achievement and effectiveness of programs. 6. CELDT scores and Re-designation of ELL students are monitored for progress 	<p>Ass/t Supt. Instruction ongoing</p> <p>Ass't Supt. Instruction ongoing</p> <p>Ass't Supt. ,Principals, Teachers, ongoing</p> <p>Ass't. Supt. Instruction, Principals, Teachers</p> <p>Supt., Ass't Supt., Principals</p> <p>Principals/teachers</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1. Each school site's Single Plan for Student Achievement will identify services and programs for the lowest performing students, including ELL and Special Education students. 2. Summer school intervention classes in reading and math will be offered to at-risk students (including ELL and Special Education Students) at K-7 grade levels. 	<p>Superintendent continuing subsequent years</p> <p>Ass't Supt. Student Services</p>	<p>Summer School K-7 Front Loading for ELL for 7th</p>		<p>Hourly Supplemental</p> <p>ELL</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>1. Each school site's Single Plan for student achievement identifies additional services to address site specific academic needs.</p> <p>2. Intervention, provided through targeted instruction, may include: homework clubs, before and after school academic sessions, and additional enrichment opportunities.</p> <p>3. Continue to use differentiated instruction and "Workshop" as best practices for addressing individual needs within the classroom.</p> <p>4. Thematic based novels tied to the state adopted curriculum provide supplemental literature.</p> <p>5. District-wide, students participate in Scholastic Reading Counts, a reading comprehension program.</p>	<p>Principal/Teachers</p> <p>Principal/Teachers, Instructional Aides</p> <p>Principals/Teachers</p> <p>Principals/Teachers</p> <p>Principals/Teachers</p>	<p>Rhythm & Move PE Music Art</p> <p>District Literature books Literature Circle program</p> <p>Subscription files</p>	<p>Varies by school</p> <p>Varies by school</p>	<p>PE grant VAPA grant</p> <p>SLIP</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>1. Alignment of instruction with content standards:</p> <p>1. In order to ensure that all of the grade-level mathematics standards are covered in the course of the year, District elementary schools have adopted the standards based instructional program California Math by Houghton Mifflin for K-5 and the McDougal-Littell Course 1 for 6th grade, Course 2 for 7th grade and Algebra I for 8th grade and Algebra Readiness for 8th graders not ready to take Algebra I.</p> <p>2. An instructional pacing guide for grades K-8 has been established, as well as, a common calendar for standards based assessments by teachers at each grade level.</p> <p>3. Math assessments are aligned to the standards in the newly adopted series. Scores will be entered in Pearson Inform and used to guide next steps to improve and drive instruction at the site, in the class, individually, and at district levels.</p> <p>4. Principals will participate in Professional Development that deepens their understanding of the newly adopted math series.</p>	<p>Ass't Supt.-Instruction Principals/Teachers</p> <p>Ass't Supt.-Instruction Principals/Teachers</p> <p>Ass't Supt.-Instruction Principals/Teachers 2008/ongoing</p> <p>Principals 2008/ongoing</p>	<p>Textbooks, workbooks and Consumables</p> <p>Professional Development</p>		<p>IMF</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>1. The District will continue to purchase instructional materials on the K-8 state adopted list.</p> <p>2. Teachers will be expected to convey the math standard to be taught at the beginning of each lesson in “kid friendly” language. Parent letters sent home also identify the standards.</p> <p>3. Content standards are identified in the state approved and district adopted text books.</p> <p>4. Teachers will regularly examine assessment data and interventions at site and grade-level meetings to ensure each child’s mastery of the core ideas.</p>	<p>Ass't. Supt. Instruction Ongoing</p> <p>Principals monitor Teachers Ongoing</p> <p>Principals Ongoing</p>			<p>IMF</p>

<p>5. At all school sites, teachers will be expected to implement appropriate instructional accommodations to ensure that Special Education and English Language Learners have access to the standards based curriculum. These accommodations include, but are not limited to modification of vocabulary and grammar used in instruction, use of visual aids, manipulatives, summaries of the lesson’s main points (in English at the child’s language level), appropriate modifications of homework, and assignments that help Special Education and EL students understand the content. .</p>	<p>Principals Teachers Ass’t Supt. , Student Services Ongoing</p>			<p>Special Education General Fund Title III-LEP Title III-Immigrant Ed., ELAP</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1. The District will offer an annual workshop to preschool parents that focuses on the child’s developing sense of number and home activities that can support that process.</p> <p>2. Based on funding, all school sites will offer intervention programs/academies so that students can get help before or after school with mathematics.</p> <p>3. A remedial intervention program in mathematics will be offered as a regular component of summer school for students who have not met the grade-level standards in mathematics as measured by state and/or local assessments .</p> <p>4. Supplemental Educational Services (SES)will be offered at Belle Air as required in year two of Program Improvement.</p>	<p>Ass’t Sup’t. of Student Services Ongoing</p> <p>Principals/teachers Ongoing</p> <p>Ass’t Supt. Student Services Ongoing</p>	<p>Currently Belle Air and Rollingwood</p> <p>Summer School K-7 Frontloading</p>	<p>Varies by school</p> <p>Varies by school</p> <p>\$34,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>9. All District schools will purchase effective instructional software to enhance learning. The following technology software tools have been acquired and are expected to be used district-wide:</p>	<p>Principal, teachers Technology Committee Curriculum Council</p>	<p>Update Technology Computer Lab carts Software Hardware and Software</p>	<p>Varies by school</p>	<p>Varies by school SLIP Site Block /EIA</p>

<ul style="list-style-type: none"> • The new math program published by Houghton Mifflin offers CD-Rom programs and online programs for all grade levels • Some schools are using the web-based program, MathScore for intervention work both at school and at home • The Technology Committee will research additional math software programs <p>10. Professional Development will include:</p> <ul style="list-style-type: none"> • Atomic Learning (K-8) available for teachers and students • Publisher PD to access technology tools with each new adoption • Continued hands-on-learning workshops for the 21st Century learner. <p>11. The State Approved Technology Plan will be followed in regards to purchasing of new hardware and software. Web2.0 tools will be investigated in the coming year to increase student engagement in the learning process.</p> <p>12. Provide online site links for parents and students for instruction and increased communication.</p> <p>13. The district-wide assessment plan includes content standards and performance based assessments for math anchored in the state standards and frameworks.</p> <p>14. Assessments are reported in Pearson Inform and used to guide next steps at the site and district levels. Teachers identify students needing interventions to track progress over time.</p> <p>15. As more laptops and LCD projectors are being purchased, wireless access district-wide (K-6 and DO) is essential to increase access to online resources and improve learning.</p> <p>16. The Technology Committee’s emphasis this year is to improve and increase the use of technology as an integrated teaching tool to engage the 21st century student.</p>	<p>Technology Team/ Tech. Committee beginning 2008</p> <p>Technology Team and Committee</p> <p>Administrators/teachers /trimester assessments</p> <p>Principals/Teachers</p> <p>Technology Team/ Committee</p> <p>Technology Team /Principals Tech Committee Ongoing</p>	<p>MathScore, Publishers’ online program</p> <p>Investigating appropriate programs Web based programs</p> <p>PowerSchool/School Loop Reading Counts</p> <p>Assessment Data program— Pearson INFORM</p> <p>Laptops LCD projectors Wireless</p>		
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> All new teachers, whose assignments include math instruction, will participate in at least one new teacher workshop (BTSA) focusing on the use of the mathematics standards, core ideas, instructional materials, and assessments in instruction. Continue to work with the county Coordinator of mathematics to assist the District to provide support for the improvement of student achievement in mathematics as needed. Professional Development will be provided at grade level/department meetings for teachers in the area of mathematics with a specific focus on the effective use of manipulatives/class management, interventions, and use of technology in the classroom, using the adopted curriculum. 	<p>BTSA Advisors Ass't. Supt. Instruction Ongoing/ annually</p> <p>Ass't. Supt. Instruction Ongoing</p> <p>Ass't Supt. Instruction Principals, Teachers</p>	<p>Distribute SMCOE math newsletter for PD opportunities</p>		<p>PAR/BTSA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> Site administrators and teachers will report annually on STAR assessment results in mathematics to the school community. This annual presentation on STAR results, focusing on reading as well, will be reported at the September televised School Board meeting The School Site Council (SSC) and English Language Advisory Committee (ELAC) will make annual recommendations regarding the school's instructional program in mathematics and identified needs in the areas of parent education and student support. Individual student assessment results will be communicated clearly to parents at regularly scheduled parent conferences, on the District's standards based report cards, and PowerSchool at the elementary level. 	<p>Ass't Supt. At September Board Meeting/ SSC-PTA— EIAC/DLAC</p> <p>Principal Teachers Ongoing.</p> <p>Director, Curriculum & Instruction Ongoing.</p>	<p>Meeting Supplies for ELAC</p> <p>Pearson Inform Data System</p>	<p>\$9,000</p>	<p>SLIP Varies by school</p>

<p>4. Standards based common math assessments have been developed for K-8 students.</p> <p>5. Content standards for mathematics in each grade level will be distributed at the beginning of each school year to parents.</p> <p>6. School Site plans will include information on ways for parents to become actively involved in their child’s education.</p> <p>7. Parent involvement information will be distributed throughout the year including, but not limited to the beginning of the year (Course of Study), parent-teacher conferences, and school newsletters.</p>	<p>Power School Admin, Teachers, Principals Ongoing</p> <p>Ass’t Supt. Instruction Teachers, Principals Ongoing</p> <p>Principal, Teachers</p> <p>Ass’t. Sup’t. Instruction/ Principals/Teachers</p>	<p>Math Night</p>		<p>Title I</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1. Students and parents in grades 6-8 will be briefed on the implications of the CAHSEE for building capacity and mastery in mathematics at these grade levels.</p> <p>2. The superintendent meets with parents of incoming kindergartners in August of each year to facilitate the transition.</p> <p>3. Sixth grade orientation for students and parents eases the transition to middle school.</p> <p>4. High School Counselors meet with graduating 8th graders to facilitate and enroll students in their high school classes.</p> <p>5. Matriculation/transition programs and assessments are provided by Parkside administration. (from 6th to 7th and from 8th to 9th) Parkside Teachers and 6th grade teachers review the 6th grade assessments together.</p> <p>6. Academic Advising at Parkside is supported by the district’s elementary principals in monthly sessions with their at-risk alumni.</p>	<p>Principals/Teachers</p> <p>Superintendent</p> <p>P/S Principal & Counselor</p> <p>High School Counselors</p> <p>PS Admin/ Parkside math teachers/6th grade teachers</p> <p>Principals/Teachers Ongoing</p>	<p>Back to School night Counseling</p>	<p>\$35,000</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<p>Counseling grant</p>

7. Special Education students participate in transitional IEP meetings when transferring from one school to another.	Principal/ Ass't Principal/Teacher			
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>1. District LEA Plan Reviews are held to analyze student progress and monitor the effectiveness of the LEA Plan.</p> <p>2. The Superintendent/Assistant Superintendents/Principal data meetings review site specific data regarding student achievement and effectiveness of programs.</p> <p>3. A similar process is used at grade level/department meetings, site reform and when principals meet with teachers to review their class results and guide instructional practices.</p> <p>4. Using Pearson Inform, teachers will identify students needing interventions and track progress over time.</p> <p>5. ELL Redesignated students will be monitored for a minimum of two years after being Redesignated to ensure success</p>	<p>Ass't. Supt. Instruction Principals/Teachers</p> <p>Superintendent/Ass't. Supt. /Principals</p> <p>Principals/Teachers</p> <p>Principals/Teachers</p> <p>Principal/Teacher</p>	<p>Data assessment system</p> <p>Data assessment system</p> <p>Pearson Inform</p>	<p>\$9,000 Inform annual cost</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> All schools will (1) use assessments to identify advanced, proficient, strategic, and intensive level groups; (2) use re-teach and remediation strategies and materials; and (3) identify and use technology to address student problem areas. The Special Education Department will implement the necessary supports to ensure that appropriately qualified SPED students participate in the mathematics offerings of the general education program. Allen will continue implementation of the Academic Music Program 	<p>Principals Ongoing</p> <p>Ass't. Supt. Student Services/ Teachers Ongoing</p> <p>Principal</p>	<p>Data assessment system Math intervention instructional materials (Mt. Math, Mathscore, etc.)</p> <p>State adopted texts, workbooks</p>	<p>Varies by school</p>	<p>EIA, Title I, SLIP</p> <p>SLIP</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ol style="list-style-type: none"> The Parkside Administration in conjunction with Special Education staff will facilitate the entry of appropriately qualified SPED students to Algebra. Use appropriate technologies to support student learning and acquisition of mathematics skills. <p>District office staff, in conjunction with site staff, will support differentiated instructional programs to address the varied needs of special needs students, including but not limited to students identified as GATE, EL, students not yet proficient, and Special Education students.</p>	<p>Parkside Administration / SPED staff.</p> <p>Principals, Teachers Technology Committee</p> <p>Tech Committee /Curriculum Council, Principals, Teachers</p>			

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>Present paraprofessionals meet the training requirements of NCLB. A yearly needs assessment guides the Professional Development provided by the District.</p> <p>Regularly scheduled Professional Development for Special Education teachers and paraprofessionals is provided by the Assistant Superintendent for Student Services.</p> <p>The District's Teacher Support Program, funded by PAR/BTSA, has had a qualitative impact on the positive learning experiences of students assigned to first and second-year teachers.</p> <p>Teachers who have self-referred themselves to the District's PAR program report improvements in their practice, and positive coaching experiences that have resulted in improved student learning.</p> <p>Surveys are given each spring to teachers for input to guide professional development decisions for the following year. The surveys are first tabulated at the district level, then disaggregated by sites and then again by grade level. Professional development for district-wide, site and grade level is then designed on this survey of needs.</p> <p>All teachers are CLAD certified so that they can address the needs of English Language learners more appropriately.</p>	<p>With one exception, Principals have not referred any underperforming teachers to the District's PAR program.</p> <p>More time for Professional Development.</p> <p>More funds for Professional Development.</p> <p>Increase funds for instructional materials to support Professional Development.</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The District’s professional development plan this year is targeted toward improving the instructional outcomes of English Language Learners and Special Education students. Program Improvement schools have provided professional development for teachers in English Language Development and aligning the ELD standards to ELA. Areas of District-sponsored training reflect teaching the 21st century learners and how to engage students in the learning process. Specific subject area strategies for teaching the new adoptions and the use of specific tools to promote a continuing cycle of school improvement involving curriculum, instruction, assessment, and the analysis of student performance has aided in this process.</p> <p>Early release time at each school site occurs on a weekly basis, and teachers are engaged in teacher planning, grade-level collaboration, and whole school planning activities that focus on analysis of group and individual student performance scores, and the tailoring of appropriate instructional strategies and interventions to address identified student needs.</p> <p>Major thrusts for the professional development program in the next five years are as follows:</p> <ul style="list-style-type: none"> • The District will continue to promote the inquiry process as an important dimension of the work that principals and teachers execute together at the school site. 	<p>Superintendent Ass’t. Sup’t, Student Services Ass’t. Sup’t. Instruction Principals ongoing</p> <p>Principals/Teachers ongoing</p>		<p>\$</p> <p>\$</p>	<p>Title II, Part A Teacher Quality</p> <p>Title II, Part A</p>

<ul style="list-style-type: none"> • The District will increase its technical capacity to generate and organize data in ways that are meaningful to the school sites. • New teacher induction and support for standards based curriculum implementation will continue as major program thrusts in the professional development of staff. • Implementation of state adopted instructional materials in the current cycle. 			\$	BTSA/PAR
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The Ass't Supt. of Instruction will keep all staff abreast of scientifically based research on curriculum, instruction and assessment through meetings of the Administrative Management Team (AMT), Curriculum Council, Grade Level and LEA Plan review.</p>	Ass't. Supt. Instruction Ongoing			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>The impacts of professional development activities continue to improve student achievement. As principals and teachers use evidence about student outcomes to evaluate and change their practice, San Bruno schools show overall STAR gains.</p> <p>The District is striving to increase these gains and to narrow</p>	Superintendent Ass't. Supt. Instruction Ongoing			Title II, Part A Title I

within-school achievement gaps between economically advantaged and disadvantaged students, between English language learners and English proficient students, and Special Education students and general education students.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The District’s professional development activities are aligned to support the goals outlined in the above sections. District and site funding sources support the key goals of the District and the individual needs of schools as set forth in their School and Library Improvement Plan.</p>	<p>Superintendent Ass’t. Supt. Instruction, CBO Ongoing</p>			<p>Title I Title II, Part A EIA and SLIP</p>

Please provide a description of:	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> <p>As indicated above, professional development activities of teachers and principals will include the following:</p> <ul style="list-style-type: none"> • Continuation of new teacher induction, funded by the state’s Peer Assistance and Review (PAR) program; • Ongoing implementation of standards based instruction and new textbook adoptions; • Intensified support for the implementation of the site-based 	<p>Superintendent Ass’t. Supt. Instruction</p>			<p>PAR/BTSA AB 466</p>

<p>inquiry process focused on the improvement of student achievement and the narrowing of any achievement gaps within the school.</p> <ul style="list-style-type: none"> Increased focus on instructional differentiation to meet the needs of students with special learning needs and requirements. 				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The integration of technology has been woven through many District professional development programs such as PowerSchool, Pearson Inform, Reading Counts, Read Naturally, and the new standards based state adopted curriculums.</p>	<p>Technology Team, Ass't. Supt. Instruction Teachers</p>	<p>Staff Develop/ Software technology</p>		
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>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>All district classrooms have computers and most classroom use DVD projectors to deliver instruction. State adopted curriculum is being delivered using technology. PowerSchool is used for attendance, report cards and other data reports. Pearson Inform is used by teachers and administration for data information.</p>	<p>Technology Team, Ass't. Sup't. Instruction Ongoing</p>			

<p>The District has a Technology plan that was state approved and addresses increased access to technology for staff and students, as well as, ongoing sustained professional development for all District personnel.</p>				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Parents and representative staff, employed at all levels of the district, serve on a range of Board initiated committees. Ideas are reflected in the substance of this plan. An LEA Plan review committee, made up of the Curriculum Council representatives of each school, Administration, Board members and principals of each school, review and revise the plan each Fall and Spring. A teacher survey each spring guides the planning of professional development for the following year.</p>	<p>Superintendent Ongoing</p>			

<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>The District and school sites have invested in professional</p>	<p>Superintendent</p>			<p>GATE Title I,ELL</p>

<p>development programs that address:</p> <ul style="list-style-type: none"> • effective differentiation of instruction to meet the needs of diverse learners, including students enrolled in GATE, and those who have special learning needs or have limited proficiency in English • persistent behavior and school climate issues, such as bullying, that may negatively affect students capacity to learn and thrive in school; • use of intervention materials in new adoptions that are designed to address learning difficulties; • teacher capacity-building with respect to the use of assessments to improve classroom practice and student learning; and • involvement of parents in the educational process, most especially, the parents of English language learners <p>As is evident throughout this planning document, these program priorities will continue to shape the District’s professional development agenda.</p>	<p>Ass’t. Supt. Instruction Ass’t. Supt. Student Services</p> <p>Ongoing</p>			<p>Title II, Part A</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>See above.</p>				

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>The District has piloted new programs fostering the development of social and emotional intelligence among all students. Character education and life skills education are in place at all schools through organizations such as <i>The Peninsula Conflict Resolution Center</i> and <i>Soul Shoppe</i>. FISH training was initiated District wide in the Fall of 2006.</p> <p>Parkside has implemented an advisory system intended to enhance connections between an adult and a group of students with the aim of supporting the development of social and emotional literacy for all students.</p> <p>The District’s Curriculum Council devotes one meeting a year to reviewing the efforts underway at each school site to promote an environment conducive to learning and student well-being. Data from the <i>Healthy Kids Survey</i> will be a major yardstick for this meeting.</p> <p>The District has clear discipline policies including an expulsion panel.</p> <p>Behavior expectations are provided through school handbooks and are distributed at the beginning of each year and to families who are enrolling their children for the first time.</p> <p>Parents are provided with information through the “District Rights and Responsibilities” document, school newsletters, PowerSchool Daily Bulletin, and the annual report on the</p>	<p>Collectively, the school sites will strive to improve student welfare in the following areas:</p> <ul style="list-style-type: none"> -Address student safety concerns at our Intermediate School. -Increase level of caring relationships with adults and teachers. -Increase level of school connectedness (school spirit and/or feeling of belonging). <p>Information about school rules, expectations, and discipline procedures needs to be presented in multiple formats including translation for parents who do not speak English.</p>

Healthy Kids Survey.

Parents attending DELAC and ELAC meetings have made helpful and specific suggestions regarding ways in which the school can support second language learners more effectively.

Each school has a comprehensive safety plan, and takes part in regularly scheduled monthly safety drills.

All administrative staff have been trained to use the communications equipment effectively during school emergencies.

Parents receive a yearly message on safety plan procedures and the District's expectations regarding their child's supervision and dismissal in an emergency.

The District makes the completion of parent emergency forms a **priority** at the beginning of the new school year. Newsletters throughout the year request parents to make revisions as needed regarding emergency contact information

A common protocol of required information is being established for the Power School (CSIS) system, and site office managers are being held accountable for its accuracy and maintenance.

A system is in place to address absenteeism through the school site Student Attendance Review Team (SART) and the District level Student Attendance Review Board (SARB) which provide ongoing services to students and their families.

The physical environment of District schools is well maintained; classrooms have been modernized to support instruction. A District Facilities Plan ensures maintenance.

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

Elements Conducive to Learning (Activities)

- School sites have varying programs to recognize student academic achievement, improvements in behavior, appropriate behavior, and effort.
- After school programs will continue at some school sites in conjunction with the San Bruno Parks and Recreation Department and/or ASES.
- Expanded leadership opportunities will be provided for students in grades 5-8.
- Staff at Parkside Intermediate School will investigate and consider the recommendations of recent prominent middle school reports as well as tested practices in middle schools that have promoted a climate for personal growth and intellectual development. Such practices include smaller learning environments, forming teams of teachers and students, and assigning an adult advisor for every student.
- Parents will be informed biennially at each school site on the findings of the *Healthy Kids Survey*.

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
<p>Ongoing data on student health and well-being is collected through the <i>California Healthy Kids Survey</i> (CHKS) administered every two years at the fifth- and seventh- grade levels in the District. Additional information is gathered on crime incidents, suspensions and expulsions.</p>	<p>The District recognizes the ongoing need to publicize the findings on the <i>California Healthy Kids Survey</i> (CHKS). The Assistant Superintendent of Student Services will provide oversight as needed.</p>
<p>Through the <i>California Healthy Kids Survey</i>, students self report a low incidence of drug, tobacco, and alcohol use.</p>	<p>Teacher training in strategies for integrating prevention education into the curriculum at the K-6 level needs to be addressed.</p>
<p>The District continues to implement <i>LifeSkills Training</i>, a leading prevention curriculum in grades 7-8.</p>	
<p>An initial affiliation with <i>The Don't Laugh At Me Foundation</i> has had a positive impact as reported by some students, parents, and teachers at four District schools. Some sites use Soul Shoppe for</p>	

<p>implementing positive change in student behavior.</p> <p>District administrators have increased transition activities for students matriculating to Parkside, beginning in the spring of sixth grade.</p>	
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

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

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

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

<p align="center">Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</p>	<p align="center">Most Recent Survey date: Fall 2008 Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that have ever used cigarettes will decrease biennially by:</p>	<p align="center">5th 6 % 7th 6 %</p>	<p align="center">5th 5 % 7th 5 %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:</p>	<p align="center">7th 3%</p>	<p align="center">7th 5%</p>
<p>The percentage of students that have used marijuana will decrease biennially by:</p>		

	5 th 1% 7 th 7%	5 th 5% 7 th 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 5%	7 th 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 5%	7 th 5%
The percentage of students that feel <u>very</u> safe at school will increase biennially by:	5 th 57% 7 th 19%	5 th 10% 7 th 10%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 31%	7 th 6%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by ___5%___ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	___2___%	___0___%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Fall of 2008 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 63% 7 th 26%	5 th 10% 7 th 20%

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 65 % 7 th 46 %	5 th 5 % 7 th 10 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 28 % 7 th 14 %	5 th 10 % 7 th 10 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 76 % 7 th 27 %	5 th 10 % 7 th 20 %

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator <i>Goal</i>	Baseline Data
The San Bruno Park School District needs to consider such measures in the coming year.		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Botvin, LifeSkills Training	ATODV	7 and 8	Grades 7-8 620	5/15/02	5/1/03	Spring 2003

Glenco Biological Science	ATODV	7th	300	6-30-07	8-29-07	Fall 2007
Glenco Physical Science	ATODV	8th	300	6-30-07	8-29-07	Fall 2007
Scott Foresman Earth Science	ATODV	6th	275	6-30-07	8-27-07	Fall 2007
Scott Foresman Science Program	ATODV	K-5	300 each grade	6-30-07	8-27-07	Fall 2007

In conjunction with the San Bruno Police Department, the San Bruno Park School District has implemented the Stop, Look, and Wave program for pedestrian safety.

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ASES	2 nd -5 th students at Belle Air
X	Conflict Mediation/Resolution	ATODV	Grades 5-8
X	Early Intervention and Counseling	ATODV	K-8
X	School Policies	ATODV	K-8
X	Service-Learning/Community Service	Youth Development	Grade 7-8/Summer School Program Tutors
	Student Assistance Programs		
X	Tobacco-Use Cessation	Tobacco	Grades 5-8
Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		

	Other Activities		
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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.

<i>Promising Program name</i>	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

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.

All data sources indicated that San Bruno students could benefit not only from increased information on prevention issues related to personal health and well being, but also from a curriculum which emphasized wise decision making and provided games, simulations and activities for practicing better decision making.

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

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

The CHKS survey immediately highlighted the strengths and weaknesses of San Bruno’s prevention efforts. The 2008-2009 survey data identified

the need for addressing school connectedness and level of caring relationship with adults and teachers. The survey clarified that anti-smoking initiatives have had a positive impact. The identification of this problem could be addressed in a productive, proactive manner as well of the schools, city agencies, and social service groups could find common ground in an asset approach to youth development planning. Character Education and anti-bullying programs are in progress to address better services and supports for young people

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.

Regular reports on these programs are provided at public sessions of the Governing Board, monthly meetings of the PTA presidents, District Web Pages with parent portals, and local community newspapers. Principals routinely refer to such program evaluations in their school newsletters as well.

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 uses these funds to support counseling services provided to individual students and groups of students by North Peninsula Family Alternatives. This is a highly regarded social services agency that provides outreach services to area school districts.

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.

Prevention programs are driven by the results of the CHKS survey of students, School Site Council parent surveys, and PTA involvement. The San Bruno Police Department is partnered with the School District to foster safe schools. Each school's Single Plan for Student Achievement and School

Safety Plan addresses each school's curriculum. There is a district-wide observance of Red Ribbon week in October to bring the community together to emphasize the need for drug awareness, prevention, and safety. There is a district representative to the San Bruno City Emergency Preparedness committee.

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.

Principals ensure that prevention topics and District programming in the prevention education area receive regular coverage in school newsletters. Regular briefings on selected components of the School Safety Plan and other matters affecting the safety, health and well-being of student are also coordinated by principals in consultation with the parent community. Notification procedures on such issues as "Parent Choice Options" and Safe School Status are coordinated by the Assistant Superintendent of Student Services and the principals in order to meet the required timelines of the NCLB legislation.

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.

When pregnant minors or minor parents are identified by the District, they meet with their school's principal and/or counselor to assess what services may be needed and whether the minor uses, or is exposed to a family member who uses tobacco. In such cases, the District would refer the student and family to one of the several local community programs that offer cessation counseling on a one-to-one or group basis. Parkside's counselor or the Ass't. Superintendent of Student Services ensures that appropriate referrals are made for support services and the District checks on follow-up needs.

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])

<i>Position/Title</i>	Full time equivalent
Part time counseling interns from North Peninsula Family Alternatives	Varies by school
Counseling at Parkside for 7th grade students scoring below proficient.	Part time