

No Child Left Behind Act of 2001

Larkspur-Corte Madera School District

LOCAL EDUCATIONAL AGENCY PLAN

LEA Plan Information:

Name of Local Educational Agency (LEA): Larkspur-Corte Madera School District

County/District Code: 21-65367

Dates of Plan Duration (should be five-year plan): July 1, 2015 to June 30, 2020

Date of Local Governing Board Approval: May 28, 2015

Date of Local Governing Board Annual Review: May 2016

District Superintendent: Valerie Pitts

Address: 230 Doherty Drive

City/State: Larkspur, CA

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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.

Valerie Pitts

Printed or typed name of Superintendent

Date

Signature of Superintendent

Julia Ritter

Printed or typed name of Board President

Date

Signature of Board President

**FEDERAL AND STATE PROGRAMS CHECKLIST
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

Check (X) 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 | | Child Development Programs |
| | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| X | Title III, Limited English Proficient | | Gifted and Talented Education |
| | Title III, Immigrants | | |
| | Title IV, Part A, Safe and Drug-Free Schools and Communities | | Tobacco Use Prevention Education (Prop 99) |
| | Title V, Part A, Innovative Programs – Parental Choice | | Immediate Intervention/ Under performing Schools Program |
| | Adult Education | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Career Technical Education | | Tenth Grade Counseling |
| | McKinney-Vento Homeless Education | | Healthy Start |
| X | IDEA, Special Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| | 21 st Century Community Learning Centers | | Other (describe): |

**DISTRICT BUDGET FOR FEDERAL PROGRAMS
2014-15 LEA PLAN
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|--------------------------------|------------------------------------|---|--|
| Title I, Part A | | \$58,862 | \$58,862 | 100% |
| Title I, Part B, Even Start | | | | |
| Title I, Part C, Migrant Education | | | | |
| Title I, Part D, Neglected/Delinquent | | | | |
| Title II Part A, Subpart 2, Improving Teacher Quality | | \$17,459 | -0- | -0- |
| Title II, Part D, Enhancing Education Through Technology | | | | |
| Title III, Limited English Proficient | | \$5,783 | \$5,783 | 100% |
| Title III, Immigrants | | | | |
| Title IV, Part A, Safe and Drug-free Schools and Communities | | | | |
| Title V, Part A, Innovative Programs – Parental Choice | | | | |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney-Vento Homeless Education | | | | |
| IDEA, Special Education | | \$352,819 | \$352,819 | 100% |
| 21 st Century Community Learning Centers | | | | |
| Other (describe) | | | | |
| TOTAL | \$-0- | \$434,923 | \$417,464 | 96% |

**DISTRICT BUDGET FOR STATE PROGRAMS
2014-15 LEA PLAN
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2019-2020.*

| Description of Specific Actions to Improve Education Practice in Reading | 2014-15 Status |
|---|--|
| <p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All teachers will complete curriculum mapping of CA Common Core Standards for English Language Arts. • All teachers will participate in professional development activities specific to ELA standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the CA Common Core Standards. • Teachers identify content standards covered in project-based learning units. • Teachers adapt reading instruction based on data from benchmark reading assessments. • Teacher evaluation will include alignment of instruction to standards. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • District adopt curriculum aligned to the new California Common Core Standards. • Teachers and administrators participate in comprehensive professional development to support project-based learning (PBL), small group instruction, responsive classrooms and technology integration. • Grade level coordinators, mentor teachers, BTSA support providers and the district librarian provide classroom level support, coaching, and modeling to ensure that teachers are well versed in research-based instructional strategies representing “best practices” for the domain (e.g., vocabulary development) and grade level standards. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> • All students will have access to a rich core program in the ELA for 1 hour in Kindergarten and 2.5 hours in grades 1-5. • Middle school students will have access to a rich core program in the ELA through a Language Arts/Social Studies core (5-7) and Language Arts/Social Studies classes (8) with extended opportunities for additional support and/or enrichment. • Support class teachers, resource specialists, the district librarian and other support personnel collaborate with classroom teacher(s) to ensure program coordination and seamless support for students in need of extended learning time. • Extended learning programs are offered after school to support students academically. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Technology is integrated into the ELA curriculum both as a teaching and learning tool, including enrichment and remediation. • The district technology plan addresses and supports core subjects with an emphasis on reading language arts. • Students in K-8 use various media technology to aid in the development of listening/reading skills. • Assistive technology is utilized by students with special needs or access to core ELA curriculum. • Computers and mobile hotspots are available for students to take home. • The district librarian and site technology teachers review and recommend computer software and interactive Internet websites as resources for teachers and students. • Technology-based professional development at each site once per month at a staff meeting, | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • As needed • Ongoing • Ongoing |

| | |
|---|---|
| <p>and additional differentiated professional development in technology and integrated examples part of all professional development activities.</p> <ul style="list-style-type: none"> • Opportunities for technology-based learning supported by Technology Teachers on Special Assignment. | <ul style="list-style-type: none"> • Ongoing |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Staff development plans are determined by the district’s Strategic Priorities, the district LCAP, school sites’ Single Plan for Student Achievement, and student and teacher needs. • A comprehensive professional development plan provides teachers with training in project-based learning, technology integration and art integration. • Teachers engage in weekly collaborative planning with grade level and subject area colleagues. • New teachers participate in BTSA, with activities that focus on the standards-based curriculum materials. • Project-based learning, art integration and technology supported through Teachers on Special Assignment. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • The family-school connection is intentionally developed by a wide array of parent involvement/partnership activities such as family reading nights (K-2), Book Fairs, required summer reading program (5-8), parent teacher conferences, school site councils, PTAs, parent education events, and grade level parent meetings. • Critical information is communicated to parents in a variety of ways such as school and district print and electronic newsletters, web postings, e-mail, and telephone. The district uses social media sites like Facebook to communicate and utilizes ParentLink to share information with parents and the community. • Grade level content standards are available in print and electronically as a link on the district’s website. • Parents can electronically access course information, homework, and student grades. • An annual parent survey from each school site provides staff with parent feedback about school programs. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Completed • Completed • Ongoing |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • District programs including special education and support for EL students are clearly coordinated to ensure alignment between programs and grade level standards. • Articulation K-8 and middle to high school occurs regularly to ensure smooth transitions between schools and programs. Counseling programs (5-8) are in place for students at risk of not meeting grade level standards. • District activities provide parents with information about the transition from elementary to middle school, and middle school to high school. • Local preschool articulation occurs as necessary, particularly for students with IEPs. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |

| Description of Specific Actions to Improve Education Practice in Reading (Continued) | 2014-15 Status |
|--|---|
| <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Students take benchmark assessments three times a year in reading using the Scholastic Reading Inventory. Teachers analyze this data individually and in teams. • CAASPP test data will be analyzed annually to assess program effectiveness. • Teachers at all grade levels assess students in the fall for diagnostic purposes and throughout the school year to monitor progress and plan instruction. • Site and district surveys are implemented to gather data about program effectiveness. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Specific intervention and support plans are in place at each school in the district to ensure that every student is receiving targeted instruction based on his/her assessed needs in reading and language arts. | <ul style="list-style-type: none"> • Ongoing |

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|---|--|
| <ul style="list-style-type: none"> • Case management of low-performing students by school counselors. • Reading assessment data is accessible to teachers through the Scholastic online portal to provide targeted assessment data to inform and guide instruction. | <ul style="list-style-type: none"> • Ongoing |
| <p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • The Student Study and Guidance Team process is used to identify students needing academic intervention and this process includes community professionals, as needed. • Additional support services are provided through IEPs, 504s, Academic Support Centers, and extended learning programs. | <ul style="list-style-type: none"> • Ongoing • Ongoing |

| Description of Specific Actions to Improve Education Practice in Mathematics | 2014-15 Status |
|--|---|
| <p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All teachers will complete curriculum mapping of CA Common Core Standards for Math. • All teachers will participate in professional development activities specific to math standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the CA Common Core Standards. • Determine common year-end standards-aligned assessments. • Revise curriculum to reflect sequencing of math curriculum to facilitate both Common Core 8 and Algebra 1 courses in the eighth grade. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Pilot and adopt California Common Core-aligned instructional materials. • Teachers participate in professional development to strengthen teachers' content knowledge and use of standards aligned instructional materials (e.g., AB466, SVMII training). • Teachers and administrators participate in comprehensive professional development to support project-based learning (PBL), small group instruction, responsive classrooms and technology integration. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Students identified at risk in mathematics are provided support through differentiation, technology integration, small group instruction and/or assistance through instructional aides. | <ul style="list-style-type: none"> • Ongoing |
| <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Utilize online math resources like FrontRow for instruction, practice and support. • Provide staff development for teachers to integrate technology into math instruction. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Provide time for grade level/departmental articulation, including articulation with high school. • Made up | <ul style="list-style-type: none"> • Ongoing |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Individual benchmark assessment data is shared with parents. • Aggregate benchmark assessment data is shared with the Board three times a year. • CAASPP summative assessment data will be shared with parents when it is made available. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |

| Planned Improvement in Programs for LEP Students - Title III (Continued) | 2014-15 Status |
|--|---|
| <p>2. Provide high quality professional development for classroom teachers, principals, administrators and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p> <ul style="list-style-type: none"> • Ensure that all teachers are “Highly Qualified” to successfully address the needs of the English learners in all core subject areas. • The focus areas for staff development will include research-based instructional and assessment strategies for English learners. • Increase number of teachers trained in GLAD strategies. • Teachers also receive staff development from district staff on the use of the state Framework for ELD Standards. • Resources for staff development will be located using a variety of sources including institutions of higher education, research-based studies and institutions, and professional organizations. • Training will be provided to parents of EL students regarding effective strategies to be used at home by parents. • Upgrade program objectives and effective instructional strategies through regular program articulation meetings to review effectiveness of program instructions, program goals and student performance expectations will be modified when appropriate. | <ul style="list-style-type: none"> • Completed • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing |

| Plans to Notify and Involve Parents of Limited-English Proficient Students | 2014-15 Status |
|---|---|
| <p>1. The district informs the parent/s of an LEP student of each a-h per Sec. 3302 of NCLB:</p> <ul style="list-style-type: none"> • Annual notification is sent out to parents each school year and contains the following information: 1) the reasons for identification of their child as limited English proficient, 2) the child’s level of English proficiency and how it was assessed, 3) the method of instruction their child will receive, 4) how the program will meet their child’s needs, 5) how the program will help their child learn English and meet grade level standards, 6) the exit requirements for the program, 7) in the case of a child with a disability, how such program meets the objectives of the IEP, and 8) informing parents of their rights | <ul style="list-style-type: none"> • Ongoing |
| <p>2. If the district 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 a program, of such failure not later than 30 days after such failure occurs:</p> <ul style="list-style-type: none"> • The district • s | <ul style="list-style-type: none"> • Ongoing |

Performance Goal 3: *By 2019-20, all students will be taught by highly qualified teachers.*

| Summary of Needs and Strengths for Professional Development | 2014-15 Status |
|--|--|
| 1. The district has identified the following strengths: <ul style="list-style-type: none"> • Background, training and credentials. • Use of standards-based instructional materials. • Use of Teachers on Special Assignment to support implementation of project-based learning and integration of art and technology. • Differentiation of professional development to meet the needs of individual teachers. | <ul style="list-style-type: none"> • Completed • Ongoing |
| 2. The district has identified the following needs: <ul style="list-style-type: none"> • Training in the use of instructional strategies to close the achievement gap between EL students from other student in the district. • Providing differentiated instruction and assessment in order for all students of different learning styles to be proficient in content standards in all core subject areas. • Strategies to integrate technology more deeply into classroom instruction and assessment. • Using student performance data to inform classroom practice. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing |

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Planned Improvements for Professional Development - Title II | 2009-10 Status |
|---|---|
| 1. 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: <ul style="list-style-type: none"> • District and sites have identified specific standards-based areas of focus for staff development based upon an analysis of student achievement as part of the development of the Single Plan for Student Achievement including disaggregated results. • Staff development will be provided for any newly adopted, standards-based instructional materials. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| 2. 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: <ul style="list-style-type: none"> • Upon identification of areas of focus, a review of literature will be conducted regarding research-based strategies that have proven effective. • Use publishers' information regarding supporting research for adopted instructional materials. • Provide information to teachers, site administrators and Site Leadership Teams regarding success of activities at other LEA's and sites. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |
| 3. 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: <ul style="list-style-type: none"> • Training will be provided directed toward specific needs of low achieving students. • Ongoing assessments will provide formative information regarding effectiveness of activities and improved student achievement. • Conduct annual parent surveys regarding their perception of site effectiveness in core subject areas. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |

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|---|--|
| <p>4. 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"> • Staff development areas of focus will be reviewed to determine appropriate and compliant funding sources. • Costs of staff development will be paid using a combination of appropriate and compliant funding sources. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| <p>5. Professional development activities will be made available to teachers and principals and 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"> • Teachers and principals will participate in seminars, workshops, conferences in addition to BTSA and coaching/mentoring activities, where appropriate, related to focus areas of district and site professional development plans. • x | <ul style="list-style-type: none"> • Ongoing |
| <p>6. 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> <ul style="list-style-type: none"> • Site and district purchase of hardware and software and related staff development will be based upon guidelines and specifications outlined in state-approved District Technology Plan. • x | <ul style="list-style-type: none"> • Ongoing |
| <p>7. Students and teachers will have increased access to technology; and ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology:</p> <ul style="list-style-type: none"> • The district provides training for staff on an annual basis in uses of technology. • A trainer of trainers and tech mentor model is used to provide support to teachers. | <ul style="list-style-type: none"> • Ongoing • Ongoing |

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Planned Improvements for Professional Development - Title II (Continued) | 2009-10 Status |
|---|--|
| <p>8. The district, teachers, paraprofessionals, principals and 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"> • The Single Plan for Student Achievement development process is inclusive and results in the identification of staff development needs. Results of surveys and student achievement data will be shared with Site Leadership Teams and District Technology Committee to determine focus areas and available resources. • x | <ul style="list-style-type: none"> • Ongoing |
| <p>9. The district will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Understand and use data and assessments to improve classroom practice and student learning. • Training will be provided to teachers and site staff in the use of data to drive instruction and assessment with an emphasis on students with special needs (ELL, special education, and GATE). • Training will be provided to site staff in the use of a variety of instructional materials and technology to provide differentiated instruction and assessment to address student learning styles. • Training will be provided regarding classroom management and student behavior strategies as well as strategies to involve parents in their child's education. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>10. The district will use funds under this subpart to meet the requirements of Section 1119/Highly Qualified Staff:</p> <ul style="list-style-type: none"> • Training opportunities will be provided to paraprofessional through local institutions of higher learning (College of Marin) and Marin County Office of Education to obtain the necessary units of post-secondary education. | <ul style="list-style-type: none"> • Ongoing |

| | |
|--|---|
| <ul style="list-style-type: none">Teachers who do not meet the requirements of being “highly qualified” will be identified and required to obtain the necessary units, credential authorizations to assist them in meeting requirements. Information will be provided to teachers regarding education opportunities. | <ul style="list-style-type: none">Completed with ongoing monitoring |
|--|---|

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Risk Behaviors Assessment | 2009-10 Status |
|--|---|
| <p>1. The district has identified the following strengths related to preventing risk behaviors:</p> <ul style="list-style-type: none"> • The county Office supports the needs of the many small districts that do not have the resources to provide some of the needed training or resources required for staff, students, and families. • The Marin County Office of Education examines and pilots research-based health curriculum that aligns to State guidelines and standards. • There is a low rate of suspensions and expulsions due to alcohol, drugs and/or violence. • Students feel safe within our schools as reported by annual parent and student surveys. • Perceived use is reported as much greater than actual use. • Student data supports that students have far less use of alcohol or other drug use than the average California school. • Students perceive alcohol and drug use as more harmful than students statewide. • Students report concern about family use of alcohol and drugs. • Students report seeing “weapons” on campus. • The district regularly updates is Safety Plan. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>2. The district has identified the following needs related to preventing risk behaviors:</p> <ul style="list-style-type: none"> • Students, parents and staff have identified a need for student training in regards to student to student respect. • Data needs to be interpreted for students, parents, and community. County SLEP needs to continue to review data in order to effect programs and services. • The district needs to continue to provide opportunities for staff and parents professionals in conflict resolution, anger management, bullying. • Schools will further implement programs that promote positive student behavior. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing |
| <p>3. The district has identified the following activities related to preventing risk behaviors:</p> <ul style="list-style-type: none"> • Implement WEB program. • Implement Character Counts. | <ul style="list-style-type: none"> • Ongoing • Ongoing |

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

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

**Data from the California Healthy Kids Survey
2009-10 Baseline Data**

1. The district has identified the following levels to be decreasing:

Percentage of students that have ever used cigarettes:

- 5th Grade = 0%
- 7th Grade = 4%

Percentage of students that have used cigarettes within the past 30 days:

- 5th Grade = 0%
- 7th Grade = 0%

Percentage of students that have used marijuana:

- 5th Grade = 1% (2 female; 0 male)
- 7th Grade = 0%

Percentage of students that have used marijuana within the past 30 days:

- 7th Grade = 0%

Percentage of students that have used alcohol within the past 30 days:

- 5th Grade = 6% (one or two sips; 0% full glass)
- 7th Grade = 4%

Percentage of students that have been afraid of being beaten up during the past 12 months:

- 7th Grade = 14%

2. The district has identified the following levels to be increasing:

Percentage of students that feel very safe at school:

- 5th Grade = 74%
- 7th Grade = N/A

**Protective Factors
Performance Measures from the California Healthy Kids Survey
2009-10 Baseline Data**

Percentage of students that report high levels of caring relationships with adults at their school:

- 5th Grade = 61%
- 7th Grade = 61%

Percentage of students that report high levels of high expectations from a teacher or other adult at their school:

- 5th Grade = 65%
- 7th Grade = 72%

Percentage of students that report high levels of opportunities for meaningful participation at their school:

- 5th Grade = 29%
- 7th Grade = 17%

Percentage of students that report high levels of school connectedness:

- 5th Grade = 84%
- 7th Grade = 60%

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Truancy Performance Indicator | 2009-10 Status |
|---|--|
| 1. The percentage of students who have been truant will decrease annually from the current district rate shown here: <ul style="list-style-type: none"> • Neil Cummins Elementary = 21% • Hall Middle School = 8.4% | |
| Science Based Programs | |
| 1. 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: <ul style="list-style-type: none"> • Upon identification of areas of focus, a review of literature will be conducted regarding research-based strategies that have proven effective. • Use publishers' information regarding supporting research for adopted instructional materials. • Provide information to teachers, site administrators and Site Leadership Teams regarding success of activities at other LEA's and sites. • Quest Skills for Adolescents, Grade 7 provides students with healthy decision-making skills. • Too Good for Drugs, Grades 5-8 provides drug and health information to all middle school students. • Too Good for Violence; Social Perspectives provides character education to all middle school students. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing |
| Research Based Activities | |
| 1. The district will implement the following as part of the comprehensive prevention program: <ul style="list-style-type: none"> • After School Programs, Grades K-5 • Conflict Mediation/Resolution, Grades K-8 • Early intervention and Counseling, Grades K-5 • Family and Community Collaboration, Grades K-8 • Mentoring • WEB program, Grades K-8 • Positive Alternatives, Grades K-8 • Board Policies, Grades K-8 • Community Service Recognition, Grades 6-8 | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing • Completed • Ongoing • Ongoing |
| Analysis of Data for Selection of Programs and Activities | |
| 1. The district will implement the following as part of the comprehensive prevention program: <ul style="list-style-type: none"> • Based on analysis of our Healthy Kids surveys and our analysis of our annual School Site Council parent surveys, we selected Too Good for Drugs, Quest Skills for Adolescents, and Too Good for Violence; Social Perspectives because they have proven to keep our schools safe and drug free. | <ul style="list-style-type: none"> • Ongoing |

**2009-10 LEAP REVIEW
LARKSPUR-CORTE MADERA SCHOOL DISTRICT**

| Evaluation and Continuous Improvement | 2009-10 Status |
|---|---|
| <ul style="list-style-type: none"> • We will participate in the Healthy Kids survey and continue to use the information provided in the survey to refine, improve and strengthen our program. • We will use the results from our yearly School Site Council surveys for the same purpose. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| Use of Results and Public Reporting | |
| <ul style="list-style-type: none"> • In the spring or early summer we will report to our Board of Trustees at a regularly scheduled public meeting the progress we have made toward attaining performance measures for the SDFSC and TUPE programs. • The agenda for the meeting will include the notice that the written report is available to the public through the District Office. The agenda is widely circulated to the public and is posted in public places. | <ul style="list-style-type: none"> • Ongoing • Ongoing |
| Mandatory Safe and Drug Free Schools and Communities | |
| <ul style="list-style-type: none"> • The Larkspur School District has 2-4 counselors, one at Neil Cummins Elementary and 1-4 at Hall Middle School. • The counselors provide group counseling on a regularly-scheduled basis for all students who have issues with alcohol, tobacco, other drugs and/or violence. • The counselors provide emergency counseling and referrals for parents of individual students. Students may refer themselves, teachers may refer students and parents may refer students for counseling. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |
| Coordination of All Programs | |
| <ul style="list-style-type: none"> • The Larkspur School District counselors are the conduit for all federal, state and local prevention programs. These funds account for 8% of the counselors' total salaries (0.08 FTE). • The counselor meets regularly with other counselors of Marin County schools, as well as meeting with representatives from local, state and federal prevention programs. • Marin County is fortunate to have support services available for students with alcohol, tobacco, other drugs, or violence issues, if needed. | <ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing |
| Parent Involvement | |
| <ul style="list-style-type: none"> • If a student becomes involved with drugs, alcohol or violence, parents are immediately informed and involved in the process. • All parents are informed of the School Site Council meeting dates and topics. | <ul style="list-style-type: none"> • Ongoing • Completed |
| TUPE Services for Pregnant Minors and Parents | |
| <ul style="list-style-type: none"> • If we have a pregnant minor, we will assess if she smokes, and if she does we will provide tobacco-cessation services to her through programs at the Marin County Office of Education. | <ul style="list-style-type: none"> • Ongoing |
| TUPE Funded Positions | |
| <ul style="list-style-type: none"> • All TUPE funds are used to support school site counselors. | <ul style="list-style-type: none"> • Ongoing |