

Application #	
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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 5 CORRECTIVE ACTION**

LEA Plan Information:

Name of LEA: Palermo Union School District

County/District Code: 04-61523

Dates of Plan Duration (should be up to three years): 8/12/2015 - 8/12/2018

Date of Local Governing Board Approval: August 12, 2015

District Superintendent: Dr. Bryan L. Caples

Address: 7390 Bulldog Way

City: Palermo State: CA Zip: 95968

Phone: 530-533-4842 Fax: 530-532-1047

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

Board approved: 8-12-15

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Acknowledgements

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Christy Allsup, Teacher
Rick Wulbern, Parent/ SSC Member
Dr. Bryan Caples, District Administrator

Part I

FEDERAL AND STATE PROGRAMS CHECKLIST

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	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
	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):
X	Other: Title VII, Indian Education		Other (describe):
	Other: PI LEA Corrective Action		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

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	\$49,457	\$406,406	\$387,480	85%
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	\$2,531	\$70,402	\$70,402	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$0	\$17,706	\$17,706	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	\$0	\$145,368	\$145,368	100%
21 st Century Community Learning Centers				
Other: Title VII, Indian Education	\$0	\$47,662	\$45,262	95%
Other: PI LEA Corrective Action				
TOTAL	\$51,988	\$687,544	\$666,218	

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	\$0	\$738,578		87%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$0	\$2,000		100%.
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$0	\$740,578		

Part II

District Profile

Vision Statement: All Palermo Union School District students will receive a meaningful and challenging education and become lifelong learners – equipped, confident, and motivated to be positive contributing members of society.

Mission Statement: In partnership with parents and other community stakeholders, it is the mission of the Palermo Union School District to create the conditions necessary to ensure that every Palermo student achieves our vision.

The district is located in Butte County approximately 60 miles north of Sacramento. The small agricultural community is composed of rural homes, a few small businesses, an Indian Rancheria, and several agricultural endeavors. The district encompasses a 75 square mile area and consists of five schools, Helen Wilcox (K-3), Honcut School (K-2), Golden Hills Elementary School (4-5), Palermo School (6-8), and one Community Day School serving grades K-8. Current student enrollment is 1300.

Palermo has a commitment to provide services to the community beyond the traditional K-8 public school academic program. A state preschool serving 3 and 4-year old children is located on the Helen Wilcox and Palermo School campuses. Both programs have been in operation for over thirty years.

The following two tables display the percent of students enrolled in the district by ethnic group and by special programs.

Student Enrollment by Ethnic Group 2014-15

African American	American Indian or Alaska Native	Asian	Hispanic or Latino	Pacific Islander	White not Hispanic	Two or More Races
1%	6%	4%	36%	1%	41%	11%

83% of Palermo’s students receive free or reduced meals, 1% are children of migrant families, 10% are students with disabilities, 15% are classified as English learners, 17% are enrolled in Title VII: Indian Education, and 6% are identified as gifted (GATE).

Student Enrollment by Program 2014-15

Free or Reduced Meals	Students of Migrant Families	Students with Disabilities	EL	Indian Education	GATE
83%	1%	10%	15%	17%	6%

Academic Achievement

The Standardized Testing and Reporting (STAR) Program includes the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Assessments under the STAR program show how well students are performing in relation to the state content standards. The new Smarter Balanced test results will yield baseline data during the 2015-2016 school year.

Student Performance: Percent Proficient and Above

Grade	English/Language Arts			
	2010 CST	2011 CST	2012 CST	2013 CST
2	35	43	54	34
3	32	39	47	38
4	48	44	52	53
5	50	42	51	47
6	35	37	44	41
7	51	40	61	54
8	55	53	43	51

Grade	MATH			
	2010 CST	2011 CST	2012 CST	2013 CST
2	40	48	56	53
3	59	63	63	64
4	63	61	56	68
5	45	57	53	54
6	40	45	50	33
7	39	42	58	GM 54
8	GM: 41	GM: 17	GM: 47	GM: 51
	ALG: 70	ALG: 54	ALG: 82	ALG: 49

The Academic Performance Index (API) is an index ranging from 200 to 1000 that summarizes students' performance on STAR assessments. Based on a "growth model", API measures academic success on the basis of how much a school or LEA improves

Academic Performance Index 2010-2013

2010	2011	2012	2013
759	759	791	780

The Title III Accountability Report indicates the status of each Title III funded LEA in meeting the three Annual Measurable Achievement Objectives (AMAOs). 1) Percent of ELs making annual progress in learning English, 2) Percent of ELs attaining English proficiency on the CELDT, and 3) Adequate Yearly Progress (AYP) for the EL subgroup on STAR assessments in English-language arts, and mathematics.

Title III Accountability Report

AMAO 1: Percent of EL Students Making Annual Progress in Learning English								
	2009-10	2010-11	2011-12	2012-13				
Target	48.7	50.1	51.6	53.1				
% Meeting Target	44.7	57.0	65.6	64.2				
Target Met	N	Y	Y	Y				
AMAO 2: Percent of EL Students Attaining English Proficiency								
Target	27.2	28.9	30.6	41.3				
% Meeting Target	24.5	36.0	42.2	66.4				
Target Met	N	Y	Y	Y				
AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup								
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	24.4	26.5	35.23	37.0	46.0	47.5	56.8	58.02
% Proficient or Above	23.2	37.6	24.3	40.5	34.0	40.2	34.0	46.5
Target Met	N	Y	N	Y	N	N	N	Y

Professional Development and Hiring

All staff members participate in ongoing professional development to include Common Core, ELA, math, and technology. All teachers participate in PLC groups throughout the academic year. All district teachers hold full credentials. The district does not have any mis-assigned teachers or vacant positions.

School Safety and Prevention

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan / Emergency Management Plan is reviewed, updated, and approved by the Governing Board annually by March 1. Key elements of the plan include a plan of action for maintaining a safe and orderly environment conducive to learning and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security.

Rate of Suspensions and Expulsions 2013-2015

Rate	District		
	2012-13	2013-14	2014-15
Suspensions	24	16	14
Expulsions	Less than 1%	Less than 1%	Less than 1%

Local Measures of Student Performance

In addition to the State academic assessments, the district uses local measures of student performance:

2014-2015 Local End-of-Year (EOY) Assessments

Student Performance: Percent Proficient & Above

Subject	K	1	2	3	4	5	6	7	8
ELA	87	82	54	89	64	75	60	80	67
Math	92	78	80	54	59	59	47	66	79

Description of Local Measures

The following selected assessments for grade levels K-8 for English/language arts and mathematics are vertical summative assessments aligned with State academic standards, primarily taken from State adopted curriculum with some supplemental teacher-developed assessments.

Each individual student's achievement is determined for ELA and math in relation to their level of proficiency on state content standards each trimester. Local assessments provide data to determine the success of students in meeting the State student academic achievement standards and provide information via our standards-based report card to teachers, parents, and students on the progress being made toward meeting student academic achievement standards.

Reading-English/Language Arts:

K: Reading Lions Center HM Reading & HM Reading Integrated Theme Tests
Passing Score: 90%

1: Houghton Mifflin Reading California Summative Tests
Reading Comprehension
Word Analysis / Vocabulary (decoding word list)
Phonological and Phonemic Awareness (PAPA)
Passing score: 90%

2-6: Houghton Mifflin Reading California Summative Tests
Reading Comprehension Word
Analysis / Vocabulary Writing
Strategies / Conventions
Passing score: 2-4: 70% 5-6: 60%

5-6: Scholastic Reading Inventory (SRI). Writing Prompt
Passing score: SRI: 700 Lexile LA: 4 (1-5 Rubric)

- 7:** T1. Univ. of Minnesota: Figurative Language, Lang. Conventions, Parts of Speech
 Prentiss Hall: Writing Strategies, Plot diagram, Writing Prompt: Descriptive. SRI
 T2. Univ. of Minnesota: Figurative Language, Lang. Conventions, Parts of Speech
 Prentiss Hall: Writing Strategies, Plot diagram, Writing Prompt, Point of View. SRI
 T3. Univ. of Minnesota: Reading Comp, Lang. Conventions, Parts of Speech
 Prentiss Hall: Writing strategies, Plot diagram, Writing Prompt: Persuasion. SRI
Passing score: SRI: 850 Lexile LA: 4 (1-5 Rubric)

- 8:** Scholastic Reading Inventory (SRI)
 Prentice Hall: Writing Strategies / Conventions
 Prentice Hall: Reading Comprehension
Passing score: SRI: 890 Lexile LA: 4 (1-5 Rubric)

Mathematics:

- K-5:** Houghton Mifflin Math Calif. Standards-Based Assessments & Test Generator CD
 Number Sense
 Algebra & Functions
 Measurement & Geometry

K: Count to 30. Number recognition to 30

1: Count (2s, 5s, 10s). Read/Write numbers. Addition/Subtraction facts

Passing score: K: 90% 1: 80% 2-4: 70% 5: 60%

- 6-8:** Holt Reinhart & Winston Number
 Sense Algebra &
 Functions
 Measurement & Geometry
Passing score: 65%

Trimester assessments are entered into the district's student achievement monitoring system, Data Director. The online data and assessment management system allows users to compare multiple sets of data so that they may identify needed interventions, devise enhanced curriculums, determine any revisions that may be needed, and drive the academic achievement of all students to meet State student achievement academic standards.

LEA Plan Based Upon Results of the Needs Assessment

Performance Goal 1a: All students will reach high standards, at a minimum, attaining proficiency or better in reading, by 2017-18.

Objective: Annually, students will improve academic achievement of the state reading (ELA) content standards by an average of 3% as measured by state mandated tests.

Performance Benchmark:	LEA-wide	(Baseline will be established in 15-16 school year)
Significant sub groups:	Amer. Indian	(Baseline will be established in 15-16 school year)
	Hispanic	(Baseline will be established in 15-16 school year)
	White	(Baseline will be established in 15-16 school year)
	SED	(Baseline will be established in 15-16 school year)
	EL	(Baseline will be established in 15-16 school year)

Performance Benchmark:	LEA-wide	(Score will increase 3% above baseline established in 15-16 school year)
Significant sub groups:	Amer. Indian	(Score will increase 3% above baseline established in 15-16 school year)
	Hispanic	(Score will increase 3% above baseline established in 15-16 school year)
	White	(Score will increase 3% above baseline established in 15-16 school year)
	SED	(Score will increase 3% above baseline established in 15-16 school year)
	EL	(Score will increase 3% above baseline established in 15-16 school year)

Performance Benchmark:	LEA-wide	(Score will increase 3% above scores established in 16-17 school year)
Significant sub groups:	Amer. Indian	(Score will increase 3% above scores established in 16-17 school year)
	Hispanic	(Score will increase 3% above scores established in 16-17 school year)
	White	(Score will increase 3% above scores established in 16-17 school year)
	SED	(Score will increase 3% above scores established in 16-17 school year)
	EL	(Score will increase 3% above scores established in 16-17 school year)

Planned Improvement in Student Performance in Reading (ELA)

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: Teachers at all grade levels and in every classroom plan instruction in accordance with district pacing charts.</p> <p>a. Principals meet with teachers at the beginning of the school year to explain the requirement that all teachers plan instruction using district pacing charts.</p> <p>b. District identifies pacing charts.</p> <p>c. Principals verify and report use of pacing charts at administrative meetings.</p>	<p>a. Principals – Ongoing (2015/2016 - School Year)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2. Use of standards-aligned instructional materials and strategies: Teachers use the SBE-adopted materials on a daily basis.</p> <p>a. The district provides a State Board adopted core instructional program, including intervention programs and materials.</p> <p>b. All students are tested in the core program</p> <p>c. The district monitors instructional time by grade level or program per State Frameworks.</p> <p>d. Instructional grouping: Benchmark: students making progress toward standards are provided minor assistance during regular period. Strategic: students up to 2 years below grade level are provided universal access time based on materials-based assessments. Intensive: students more than 2 years below grade level are provided stand-alone intervention programs designed to accelerate access to basic ELA program and mastery of grade level standards through assessment-based comprehensive programs.</p> <p>e. Principals visit classrooms during ELA time to verify use of materials and provide corrective feedback to teachers.</p>	<p>a. District Administrator/ Principals – Ongoing (2015/2016 - School Year)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>3. Extended learning time:</p> <p>1) 4-8 teachers provide after-school tutoring for at risk students.</p> <p>2) Sites continue working with BCOE's after school program (ASP) to coordinate homework support.</p>	<p>1) 4-8 Teachers - Ongoing (2015/2016 - School Year)</p> <p>2) Site and ASP Staff - Ongoing (2015/2016 - School Year)</p>	<p>1) ASP Staff 2) N/A</p>	<p>1) \$10,000 1) \$10,000</p>	<p>1) Title 1 2) N/A</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: 1) Technology that involves student reading (i.e. primary sources in social studies) will be integrated across disciplines. 2) Golden Hills Elementary School – One on One computers</p>	Teachers/ Ongoing (2015/2016 - School Year)	Replacement batteries, chargers	\$60,000	LCAP
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: The district provides materials-based professional development to teachers and administrators who have not completed training. a. Grade level team leaders will provide an overview of standards-based core and supplementary materials to teachers new to the district and/or new to a grade level. b. Vendor training will be provided to teachers new to the district and/or new to a grade level. c. Teachers will be provided opportunities for professional development designed to target knowledge and awareness of current state standards and how to incorporate the common core state standards into the curriculum.</p>	a. Grade level team leaders b. Principals - Ongoing	Teachers	\$5,400	LEA
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 1) Each school will maintain a School Site Council composed of staff and parent representatives. 2) Each Council will align the annual evaluation of student assessment results with goals and objectives in the Single School Plan for Student Achievement 3) The district will mail each parent his/her student's individual Smarter Balanced Tests and CELDT assessment results with an explanation of how to interpret data. 4) Each parent will be invited to a parent/teacher conferences at the end of the 1st trimester to discuss student progress</p>	1) SSC members - monthly 2) SSC members - annually 3) District Test Coordinator - annually 4) Teachers - annually 5) Teachers - each trimester	1- 5) Administrative costs (paper, copying, mailing costs, etc.)	1- 5) \$500	1-5) General Fund

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, middle school):</p> <p>1) Communication will occur between preschool, lower elementary, and upper elementary and middle school teachers to ensure successful transitions.</p> <p> a. PS / school staff share student strength/weaknesses</p> <p> b. PS and school staff schedule end-of-year transition day/s</p> <p>2) High school orientation provided for 8th grade students.</p> <p> a. HS counselor schedules day and time with MS principal</p> <p> b. MS principal schedules 8th grade students for orientation.</p> <p>3) Transition IEPs are conducted for preschool to</p>	<p>1) Preschool and school staff / Ongoing and Annually in Spring</p> <p>2) Middle School Principal High school counselor / Annually in Spring</p> <p>3) Psychologist Spec Ed Teacher / Annually in Spring</p>	NA	NA	NA
<p>8. Monitoring program effectiveness:</p> <p>1) Require and support the regular collection of formative and summative assessment data at the classroom, grade, school / district levels in order to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor individual student progress toward mastery of grade-level standards.</p> <p> a. Teachers enter assessments on Data Director (DD)</p> <p> b. Administrators and teachers review DD reports</p> <p> c. Teachers use student data to establish instructional priorities, inform classroom instruction, place and exit students from intervention programs, and monitor individual student progress toward mastery of standards.</p> <p> d. Principals ensure use of DD in uniform way</p> <p> e. Program effectiveness is discussed at administrator meetings. Modifications to activities will be implemented if necessary to meet benchmarks.</p>	<p>1a. Teachers - Ongoing</p> <p>1b. Teachers and Site and District administrators</p> <p>1c. Teachers / Fall and ongoing during PLC time every Friday</p> <p>1d-e. Site and District administrators / Fall and as needed during the year</p>	NA	NA	NA

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) In lower elementary (K-3), intervention teacher will work with students who perform below grade level standards. 2) Categorical aides will assist teachers in the instruction of students in acquiring standards. 3) Students scoring below proficiency will receive extra help during intervention time <ol style="list-style-type: none"> 4) 4-8 students reading 2 or more years below grade level will be provided with replacement curriculum for the core 	<ol style="list-style-type: none"> 1) K-3 Intervention Teacher / Ongoing 2) Categorical Aides and K-3 Academic Tutors 	<p>Staff funding</p>	<ol style="list-style-type: none"> 1. \$90,000 2. \$163,000 1) NA 	<ol style="list-style-type: none"> 1) Title I 2) Title I, EIA 3) NA
<p>10. Additional services tied to student academic needs:</p> <ol style="list-style-type: none"> 1) Require annual universal screening for all students at every grade level to identify students at risk of academic failure. <ol style="list-style-type: none"> a. Principals meet with teachers to explain the requirement that all teachers use universal screening tool on an annual basis. 	<p>1a. Principals - Fall</p>	<p>Assessment materials</p>	<p>N/A</p>	<p>N/A</p>

Performance Goal 1b: All students will reach high standards, at a minimum, attaining proficiency or better in reading, by 2017-18.

Objective: Annually, students will improve academic achievement of the state math content standards by an average of 3% as measured by state mandated tests.

Performance Benchmark:	LEA-wide	(Baseline will be established in 15-16 school year)
Significant sub groups:	Amer. Indian	(Baseline will be established in 15-16 school year)
	Hispanic	(Baseline will be established in 15-16 school year)
	White	(Baseline will be established in 15-16 school year)
	SED	(Baseline will be established in 15-16 school year)
	EL	(Baseline will be established in 15-16 school year)

Performance Benchmark:	LEA-wide	(Score will increase 3% above baseline established in 15-16 school year)
Significant sub groups:	Amer. Indian	(Score will increase 3% above baseline established in 15-16 school year)
	Hispanic	(Score will increase 3% above baseline established in 15-16 school year)
	White	(Score will increase 3% above baseline established in 15-16 school year)
	SED	(Score will increase 3% above baseline established in 15-16 school year)
	EL	(Score will increase 3% above baseline established in 15-16 school year)

Performance Benchmark:	LEA-wide	(Score will increase 3% above scores established in 16-17 school year)
Significant sub groups:	Amer. Indian	(Score will increase 3% above scores established in 16-17 school year)
	Hispanic	(Score will increase 3% above scores established in 16-17 school year)
	White	(Score will increase 3% above scores established in 16-17 school year)
	SED	(Score will increase 3% above scores established in 16-17 school year)
	EL	(Score will increase 3% above scores established in 16-17 school year)

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Teachers at all grade levels and in every classroom plan instruction in accordance with district pacing charts.</p> <p>a. Principals meet with teachers at the beginning of the school year to explain the requirement that all teachers plan instruction using district pacing charts. b. District identifies pacing charts. c. Principals report use of pacing charts at admin meetings.</p>	<p>a. Principals b. Teachers (On-going)</p>	Teachers	N/A	N/A
<p>2. Use of standards-aligned instructional materials and strategies: Teachers use the SBE-adopted materials on a daily basis.</p> <p>a. The district provides a State Board adopted core instructional program, including intervention programs and materials. b. All students are tested in the core program c. The district monitors instructional time by grade level or program per State Frameworks. d. Teachers practice Instructional Grouping: Benchmark: students making progress toward standards are provided minor assistance during regular period. Strategic: students up to 2 years below grade level are provided universal access time based on materials-based assessments. Intensive: students more than 2 years below grade level are provided stand-alone intervention programs designed to accelerate access to basic math program and mastery of grade level standards through assessment-based comprehensive programs. e. Principals visit classrooms during math time to verify use of materials and provide corrective feedback to teachers.</p>	<p>a. District administrator b. Principals c. Teachers (On-going)</p>	NA	NA	NA
<p>3. Extended learning time: 1) 4-8 teachers provide after-school tutoring for at risk students. 2) Sites continue working with BCOE's after school program (ASP) to coordinate homework support.</p>	<p>1) 4-8 Teachers 2) Site and ASP staff</p>	<p>Staff funding 1) NA</p>	<p>1) \$10,000 2) NA</p>	<p>1) LEA 2) NA</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: 1) Technology that involves mathematics (i.e. formulas, graphs, spreadsheets) will be integrated across disciplines. a. Site administrators will conduct a minimum of 3 classroom observations using EETT checklist.</p>	<p>a. Teachers / ongoing b. Principals</p>	<p>Replacement batteries, chargers</p>	<p>\$400</p>	<p>Title II, D</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: The district provides materials-based professional development to teachers and administrators who have not completed training. a. Grade level team leaders will provide an overview of standards-based core and supplementary materials to teachers new to the district and/or new to a grade level. b. Teachers will be provided opportunities for professional development designed to target knowledge and awareness of current state standards and how to incorporate the common core state standards into the curriculum.</p>	<p>a. Principals b. Teachers (On-going)</p>	<p>Teachers</p>	<p>\$5,000</p>	<p>LEA</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 1) Each school will maintain a School Site Council composed of staff and parent representatives. 2) Each Council will align the annual evaluation of student assessment results with goals and objectives in the Single School Plan for Student Achievement 3) The district will mail each parent his/her student's individual Smarter Balanced Test and CELDT assessment results with an explanation of how to interpret data. 4) Each parent will be invited to a parent/teacher conferences at the end of the 1st trimester to discuss student progress 5) Report Cards and Progress Reports will be sent home 3 times a year</p>	<p>1) Principals, Teachers, SSC Members - monthly</p>	<p>1- 5) Administrative costs (paper, copying, mailing costs, etc.)</p>	<p>1- 5) 500</p>	<p>1-5) General Fund</p>

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, middle school):</p> <p>1) Communication will occur between preschool, lower elementary, and upper elementary and middle school teachers to ensure successful transitions.</p> <p> a. PS / school staff share student strength/weaknesses</p> <p> b. PS and school staff schedule end-of-year transition day/s</p> <p>2) High school orientation provided for 8th grade students.</p> <p> a. HS counselor schedules day and time with MS principal</p> <p> b. MS principal schedules 8th grade students for orientation.</p> <p>3) Transition IEPs are conducted for preschool to Kindergarten and 8th grade to high school.</p>	<p>1) Preschool and school staff / ongoing and Annually in Spring</p> <p>2) Middle School Principal High school counselor / Annually in Spring</p> <p>3) Psychologist/ Spec Ed Teacher / Annually in Spring</p>	NA	NA	NA
<p>8. Monitoring program effectiveness:</p> <p>1) Require and support the regular collection of formative and summative assessment data at the classroom, grade, school / district levels in order to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor individual student progress toward mastery of grade-level standards.</p> <p> a. Teachers enter assessments on Data Director (DD)</p> <p> b. Administrators and teachers review DD reports</p> <p> c. Teachers use student data to establish instructional priorities, inform classroom instruction, place and exit students from intervention programs, and monitor individual student progress toward mastery of standards.</p> <p> d. Principals ensure use of DD in uniform way</p> <p> e. Program effectiveness is discussed at administrator meetings. Modifications to activities will be implemented if necessary to meet benchmarks.</p>	<p>1a. Teachers / Each Trimester and EOY</p> <p>1b. Teachers and Site and District administrators / Fall and as needed during the year</p> <p>1c. Teachers / Fall and ongoing during PLC time every Friday</p> <p>1d-e. Site and District administrators / Fall and as needed during the year</p>	NA	NA	NA

<p>9. Targeting services and programs to lowest-performing student groups: 1) Categorical aides will assist teachers in the instruction of students in acquiring standards. 2) Students scoring below proficiency may receive extra help during intervention time</p>	1) Categorical Aides 2) Teachers	Staff funding	1. \$163,000 2) NA	1) Title I, EIA, LCAP 2) NA
<p>10. Any additional services tied to student academic needs: 1) Require annual universal screening for all students at every grade level to identify students at risk of academic failure. a. Principals meet with teachers to explain the requirement that all teachers use universal screening tool on an annual basis. b. District identifies universal screening c. District provides training for teachers in the use of universal screening tool</p>	1. Principals	Assessment materials	\$1,000	LEA

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Objective: Annually, students will improve academic achievement of the state content standards by an average of 3% as measured by state mandated tests.

Performance Benchmark: Baseline will be established in 15-16 school year

Performance Benchmark: Scores will increase 3% over baseline scores from 15-16

Performance Benchmark: Scores will increase 3% over 16-17 scores

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan includes:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in core academic subjects 	<p>1a. EL students scoring CELDT levels of 1-3 are placed in a Structured English Immersion placement. EL Students scoring CELDT levels of 4-5 are placed in an English Language Mainstream Course. ELD and SDAIE classes are taught by teachers with appropriate state authorizations. ELD focuses on listening, speaking, reading, and writing in English based on ELD standards. Core content instruction is based on state grade level standards using appropriate strategies to ensure comprehension.</p> <p>1b. Title III funds are used for supplemental instructional materials, bilingual instructional aide services, and EL assessment.</p> <p>1c. EL progress is measured annually and toward reclassification of LEP to FEP EL records are maintained in EL folders with student cumulative records. Site administrators monitor EL records, coordinate testing, advise staff regarding student placement, and monitor EL's progress.</p> <p>1d. ELAC parents participate on the DELAC and may serve on School Site Councils. Oral and written translations are provided in English and Spanish for parent notifications, IEP, SST meetings, and parent conferences. The School Accountability Report Card is translated into Spanish upon request.</p> <p>2. Implement ELD instruction using state-adopted and supplementary materials with fidelity for students by CELDT level. Configure ELD for ELs in levels 3-5 (but not yet R-FEP) as Academic English Language Development (ALD) instruction.</p> <ul style="list-style-type: none"> a. Principals ensure use of ELD materials with fidelity w/Title III checklist b. Principals ensure ELD-ALD instruction for level 3-5 ELs w/Title III checklist

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. Professional development is provided for credentialed staff in the ELD components of adopted textbooks and supplemental materials especially designed to support academic achievement of English learners (ELs)</p> <p>All teachers will be provided with ongoing staff development in curricula, assessment measures, and the most effective instructional strategies for accelerating the academic achievement of ELs.</p> <p>Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the academic achievement of ELs, including continued monitoring of teachers' implementation of ELD and SDAIE strategies</p> <p>CELDT examiners receive annual training</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Teachers meet in professional Learning Communities (PLC) in grade levels or subject area every Friday for 1½ hours and for one ½ day five times a year. Teachers analyze student work (EL and non EL), use student data to inform instruction, upgrade program objectives, plan curricula, assessment measures, and instructional strategies.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: a. Tutorial services are provided for low performing students (EL and non EL) during the school day at the K-3 level by two credentialed academic tutors and afterschool at the 4-8 level by 4-8 credentialed teachers. b. Intensified instruction is provided for low performing students (EL and non EL) by a Reading Intervention teacher and two paraprofessional reading intervention aides at the K-3 level. c. Intensive interventions in grades 4-8 are provided by certified teachers to students scoring 2 or more grade levels below in reading (R-180).
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Title III is implemented and coordinated with EIA/LEP and Title I through supplemental instruction materials and bilingual aide services.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: K-5 th grade schedules intervention blocks to meet the academic needs of EL and non EL students. 6-8 th grade provides a 40 minute period for ELD and instructional strategies to improve English proficiency and academic achievement.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes	If yes, describe: EL parents are invited to ELAC/DELAC and other meetings to discuss ways to help their children improve academic achievement In partnership with Migrant Education, family literacy and parent education workshops are offered to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No Yes	If yes, describe: K-3 EL students are provided with ongoing access to Accelerated Reader, Accelerated Math, Read Naturally, Simon SIO, and Word Maker. 4-8 EL students may access Accelerated Math, Read Naturally, and Read 180 computer-based programs. Reading/Language Arts adoptions, K-5: <u>California HM Reading</u> , and <u>Medallion Edition ELD Program</u> , Houghton Mifflin, and 6-8 <u>Timeless Voices Timeless Themes</u> , Prentice Hall, contain EL electronic learning resources available for EL student use. ELD curriculum and supplemental educational technology and instructional materials are integrated into daily class lessons
	10. Other activities consistent with Title III.	Yes or No Yes	If yes, describe: The district maintains a few licenses for Rosetta Stone, a language-learning software, which is a valuable tool for 4-8 EL students with little or no English.

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>The LEA uses the parent notification template on the CDE Web page to provide notice to parents within 30 days of the start of school (or within 2 weeks if student is enrolled after the start of school) of parents right to request that their child be placed in an Alternative Program. To do so, a parent must apply for a “Parental Exception Waiver” each year and the student must meet one of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.</p> <p>Parents are informed of districts that have an Alternative Program.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The LEA uses the parent notification template on the CDE Web page to provide notice to parents within 30 days after notification of failure to make progress on the Title III annual measurable achievement objectives.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No Yes	If yes, describe: The district bilingual aide provides parent outreach. In partnership with Migrant Education, family literacy and parent education workshops are offered to assist parents in becoming active participants in the education of their children.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No Yes	If yes, describe: The district bilingual aide receives annual professional development to provide services to immigrant children. Rosetta Stone is installed on the aide's computer.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: ELD instructional materials and additional Rosetta Stone licenses will be purchased with Title III Immigrant funds.

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No Yes	If yes, describe: Title III Immigrant funds will support additional classroom supplies.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No Yes	If yes, describe: In partnership with Migrant Education, parent education workshops are offered to assist parents off immigrant children in accessing community services.

Performance Goal 3: All current teachers, principals, and paraprofessionals are highly qualified under NCLB. The district will provide professional development to maintain “quality” pedagogical skills. Any new hires will meet NCLB highly qualified criteria.

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>100% of the district’s teachers meet the NCLB definition for “highly qualified”.</p> <p>100% of the district’s paraprofessionals meet the NCLB qualifications as stated in the federal regulations.</p> <p>Local programs in place:</p> <ul style="list-style-type: none"> • Title I: Staff development reserve • CTAP2 technology staff development • BTSA/SB2042 Induction Program 	<p>Training on:</p> <ul style="list-style-type: none"> • Standards-based core and supplementary materials • Grade level formative assessments • Intervention materials • EL Strategies • Differentiated instruction • Common Core State Standards (CCSS) • Principal coaching

Performance Goal 4: All current teachers, principals, and paraprofessionals meet “highly qualified” criteria under NCLB. The district will provide professional development to maintain “quality” pedagogical skills. Any new hires will meet NCLB highly qualified criteria.

Planned Improvements for Professional Development (Title II)

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>Professional development goals are developed to assist staff to move all students toward proficiency in the state academic content standards. Research-based professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>District administrators</p> <p>Principals / Ongoing</p>	<p>No Added Cost</p>	<p>NA</p>	<p>NA</p>
<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 district reviews research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State academic content standards. A system of professional development is designed that is based on teacher effectiveness and assignment and the Single School Plan for Student Achievement.</p>	<p>District administrators</p> <p>Principals/Ongoing</p>	<p>No Added Cost</p>	<p>NA</p>	<p>NA</p>

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>Training on the standards-based core and supplementary materials, pacing calendars, and grade level formative and district summative assessments will be provided to teachers new to the district and/or new to a grade level, as well as others who may need additional training.</p>	<p>Site and District administrators</p> <p>Principals and grade level leads / Ongoing</p>	N/A	NA	NA
<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>Title II, A provides money for professional development services to classroom teachers. Funding is coordinated with Title 1, Title III, and unrestricted state funding in providing professional development for teachers, principals, and paraprofessionals.</p>	<p>District administrator</p> <p>Principals/ Ongoing</p>	NA	NA	NA
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Standards-based core and supplementary materials • Grade level formative assessments • Intervention materials • EL Strategies • Differentiated instruction • Common Core State Standards (CCSS) • Principal coaching • The district's Induction Program under SB2042 is supported through Sutter Tri-County BTSA. 	<p>1) All teachers and Principals</p> <p>District administrator</p>	BTSA Support Provider Stipends	\$10,000	LCAP

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>25% of Title II, D funding will be integrated with unrestricted funding to address technical support and staff needs in integrating technology into the curriculum and assisting all students to meet or exceed State academic standards and technology standards.</p>	<p>Director of State & Federal Programs</p> <p>Principals / Ongoing</p>	<p>Travel & Conference</p>	<p>\$500</p>	<p>Title II, D</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.</p> <p>1) The district will continue to seek alternative funding for technology.</p>	<p>1) District administrator Computer Technician</p> <p>2) District and site administrators</p>	<p>NA</p>	<p>NA</p>	<p>NA</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>The District Leadership Team (DLT) composed of principals, teachers, parents, PTA rep, and district administrators will meet to determine staff training needs.</p>	<p>DLT</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ 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>1) The district will support training addressing diverse student needs, 2) Principals ensure Second Step, All Stars, and BEST implementation 3) Principals’ professional development will combine the leaders’ roles in supporting standards implementation and working with families. 4) Teacher collaboration (PLC) time will focus on developing/selecting, aligning formative assessments vertically, and collecting and analyzing data to inform instruction.</p>	<p>1) District administrators / ongoing</p> <p>2) Principals and Teachers / ongoing</p> <p>3) Principals / ongoing</p> <p>4) Teachers / ongoing</p>	<p>Travel & Conference</p>	<p>\$20,000</p>	<p>LEA</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All current teachers, principals, and paraprofessionals are highly qualified under NCLB.</p>				

Performance Goal 5: 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>Psychologist and counseling services Alternative Education Placement (AEP) District Comprehensive Safety Plan and Emergency Management Plan reviewed and updated annually Incident Command System charts in place All classrooms equipped with emergency kits Clear set of emergency procedures and opportunities for practice drills Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement School Site Council participates in planning and implementing strategies to support an environment conducive to learning Students participate in the decision-making process in school climate issues through Student Council Physical environment well maintained and classrooms modernized to facilitate learning</p> <p>Activities conducive to learning include:</p> <ul style="list-style-type: none"> • Parent/School Compact • After School programs • Research validated curriculum • Facilities in good condition 	<p>Bullying prevention New or additional key personnel trained in NIMS Renewal training for CPR/1st Aid every 2 years Personnel w/CPI certification remain current Additional fencing Additional 2-way radios PBIS Training Truancy identification system - SARB process</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<p>Psychologist and counseling services provide individual, group, and crisis counseling Alternative Education Placement (AEP) Community Day School serves as alternative placement for expelled students The district's after school academic tutoring by credentialed teachers Butte County Office of Education After School Program – youth development, physical activities Tutors provided for Indian students through Title VII Indian Education Program. Violence prevention assemblies</p> <p>See attachment: Conduct Policy</p>

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>The District Comprehensive Safety Plan is reviewed and updated annually</p> <p>Site Emergency Plans/Procedures are reviewed and updated annually</p> <p>Progressive discipline policy</p> <p>Communication via cell phones aligned with emergency management procedures</p> <p>Individual Classroom Phones Surveillance</p> <p>Cameras at all campuses</p> <p>Tobacco Use Prevention Education (TUPE) administered by tobacco educator 6-8 grant</p> <p>Youth development through Butte County Office of Education After School Program</p>	<p>Positive Behavior Support Training</p>

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
Second Step	V	K-6	860	N/A	N/A	Ongoing
All Stars	ATOD	7-8	200	N/A	N/A	Ongoing

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs	V / Youth Development	2-8
	Conflict Mediation/Resolution		
	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies	ATODV	K-8
	Family and Community Collaboration	ATODV	K-8
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives	ATODV	K-8
	School Policies	ATODV	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

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 TUPE program. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

The district is in a consortium with the Butte County Office of Education Prevention Office and three other districts for the TUPE 6-8 grant. The county facilitator will collect all data and complete a report that will be made available at the district’s regular public Board meeting.

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

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

Pregnant minors are immediately referred to a counselor. The counselor assesses what service the student may be need, including use of tobacco by the student or family members. The district has cooperative agreements with county organizations that provide case management to students. The counselor refers the student and assures that linkages with groups that provide cessation counseling on a one-to-one basis and/or refer minors to such groups as the American Lung Association is completed and follow up is provided.

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

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Counselor	.8 FTE

Additional Mandatory Title I Descriptions

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

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

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

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for 	<p>See attachment:</p> <p style="padding-left: 40px;">Golden Hills Elementary School Single Plan for Student Achievement</p>

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Not applicable. No “Targeted Assistance Schools.”</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Not applicable. No "Targeted Assistance Schools."</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Not applicable. No "Targeted Assistance Schools."</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Not applicable. No "Targeted Assistance Schools."</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. • Assistance in implementing restructuring/alternative governance plan for Helen Wilcox School: PI Year 5. 	<p>The district provides assistance in developing, revising, and implementing the school plan, analyzing data to identify and address problems in instruction and professional development, and in implementing proven and effective strategies that will address student academic achievement.</p> <p>Teachers are provided PLC release time every Friday and one ½ day five times a year to plan curriculum and assessments, and analyze student work and use data to improve instruction. The district subscribes to an online publication that includes research articles instructional strategies, and teaching and learning. A professional development library is maintained at sites and the district.</p> <p>Professional development is aligned to school improvement and the school plan goals.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>The LEA uses the sample parent notification template on the CDE Web page to provide notice to parents about public school choice 14-calendar days before the start of school, and for PI Year 2 and above, the right to Supplemental Education Services (SES).</p> <p>A second notification of the right to SES is provided to parents in September.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>School choice requests will be honored. Parents will be given a choice of SES providers. If the number of eligible students who apply for SES exceeds the financial resources available, the lowest achieving students from low-income families will receive SES first.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>All current teachers, principals, and paraprofessionals are highly qualified under NCLB. The district will provide professional development to maintain "quality" pedagogical skills. Any new hires will meet NCLB highly qualified criteria.</p> <p>5% of Title I allocation is placed in reserve for professional development and coordinated with Title II, A funding.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The district and each school site distribute a Board approved parent involvement policy to parents annually. Each site implements a Parent/School Compact. Each site convenes a school site council, and an English Language Advisory Committee (ELAC). The district manages DELAC. Volunteers are encouraged, and participation in school events such as Back-to-School, Open House, K-3 Family Nights, Muffins for Moms and Doughnuts for Dads, and extracurricular activities.</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>District schools are Title I School-Wide Program (SWP) with all students eligible for services under state and federal programs. To maximize resources, the district ensures that educational opportunities are coordinated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instruction program to support all students. For example, Title III and Economic Impact Aid-Limited English Proficient (LEP) are coordinated. This may include coordinating funds for instructional aides, supplementary instructional materials, staff development, and/or parent involvement.</p> <p>Similarly, Title VII, Indian Education is coordinated with Title I, EIA/SCE, and Special Education. Indian Education classroom instructional aides may assist Indian students in the classroom which may also subsequently benefit non-Indian students. Materials purchased with Title VII funds may also be utilized by classroom teachers for use with all</p>

	<p>students. Staff development is provided for all teachers through Title VII, as well as whole school assemblies.</p> <p>The State Preschool program is coordinated with Migrant Education and with Special Education with regard to speech and language services and psychological assessments. Preschool also coordinates orientation with the K-3 school in transitioning students to Kindergarten.</p> <p>The district's professional development program is also coordinated with both state and federal programs to meet the training needs of staff. For example, Title I and Title II, Part A is coordinated with Title III and with state unrestricted funding.</p> <p>Classroom instructional aides are multi-funded from both state and federal programs, including Title I, Title III, Title VII, Economic Impact Aid-State Compensatory Education (SCE) and Limited English Proficient (LEP). Special Education aides are funded primarily from the state IDEA Special Education and federal PL94-142 with a small percentage funded from Title I.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer, Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to school wide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California Education Code Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance

from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

(A) Have the lowest proportion of highly qualified teachers;

(B) Have the largest average class size; or

(C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvement in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

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

- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

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

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

Dr. Bryan L. Caples

Print Name of Superintendent

Signature of Superintendent

Date

Walt Hancock

Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead (if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Print Name of Title III English Learner Coordinator/Director (if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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

