

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**Revised March 9, 2007**  
**LOCAL EDUCATIONAL AGENCY PLAN**

mail original and two copies to: **California Department of Education**  
**School and District Accountability Division**  
**1430 N Street, Suite 6208**  
**Sacramento, California 95814-5901**

**Postmarked no later**  
**Than June 1, 2003**

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Silver Valley Unified School District

County/District Code: 36-73890

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of Local Governing Board Approval: May 5, 2003

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

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

Dr. Marc Jackson

Printed or typed name of Superintendent

Date

Signature of Superintendent

Karen Gray

Printed or typed name of Board President

Date

Signature of Board President

## TABLE OF CONTENTS

TOPIC	PAGE
<b><u>Part I – Background and Overview</u></b>	
<i>Background</i> .....	5-6
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process</i> .....	6
<i>Development Process for the LEA Plan</i> .....	7-10
<i>LEA Plan Planning Checklist</i> .....	11
<i>Federal and State Programs Checklist</i> .....	12
<i>District Budget for Federal and State Programs</i> .....	13-14
<b><u>Part II – The Plan</u></b>	
<i>Needs Assessments</i> .....	16
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i> .....	17
<i>District Profile</i> .....	18
<i>Local Measures of Student Performance</i> .....	19
<i>Performance Goal 1</i> .....	20-25
<i>Performance Goal 2</i> .....	26-34
<i>Performance Goal 3</i> .....	35-39
<i>Performance Goal 4</i> .....	40-53
<i>Performance Goal 5</i> .....	54

*Additional Mandatory Title I Descriptions*.....55-63

**TABLE OF CONTENTS**  
(continued)

**Part III – Assurances and Attachments**

*Assurances*.....64-71

*Signature Page*.....72

*Appendix*

*Appendix A: California’s NCLB Performance Goals and Performance Indicators*....73-74  
*Appendix B: Links to Data Web sites*.....75  
*Appendix C: Science-Based Programs*.....76-78  
*Appendix D: Research-based Activities*.....79  
*Appendix E: Promising or Favorable Programs*.....80-81

# **Part I**

## **Background and Overview**

*Background*

*Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

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

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

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

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

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

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

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

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

*Section 64001*), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

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

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

### ***Categorical Program Monitoring (CPM)***

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

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

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

### ***Step One: Measure the Effectiveness of Current Improvement Strategies***

#### Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

#### Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components



- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

### ***Step Two: Seek Input from Staff, Advisory Committees, and Community Members***

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

### ***Step Three: Develop or Revise Performance Goals***

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

### ***Step Four: Revise Improvement Strategies and Expenditures***

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10<sup>th</sup> Grade Counseling).

### ***Step Five: Local Governing Board Approval***

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

### ***Step Six: Monitor Implementation***

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

**PLANNING CHECKLIST  
FOR LEA PLAN DEVELOPMENT  
(Optional)**

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	358,376	340,457	95%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	212,679	128,229	0	0%
Title II, Part D, Enhancing Education Through Technology	0	12,944	12,944	100%
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	9,849	14,750	23,369	95%
Title V, Part A, Innovative Programs – Parental Choice	8,976	10,736	18,726	95%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	430,854	430,854	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	231,504	955,889	826,350	69.59%

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	108,591	65,574	165,400	95%
State Migrant Education				
School and Library Improvement Block Grant	157,266	213,328	352,064	95%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	0	24,035	24,035	100%
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	64,617	26,018	86,103	95%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	330,474	328,895	627,602	95,18%

## **Part II**

### **The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## *Needs Assessment*

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

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

### Academic Performance

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

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

### Teacher Quality

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

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

### School Safety and Prevention

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



also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

## ***District Profile***

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

Silver Valley Unified School District is located in the High Desert of Southern California, between Los Angeles and Las Vegas. The district covers an area of approximately 3,200 square miles, equivalent in size to the combined states of Rhode Island and Delaware, and provides educational services to the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs and Yermo

### **Our Mission**

Silver Valley Unified School District's Mission is to maximize the use of its resources through community, parent, and staff involvement and to gain and maintain student interest by providing a learning environment and challenging curriculum which develops essential skills for effective citizenship and prepares students for a lifetime of learning.

### **District Profile**

One K-2 elementary school, one 3-5 elementary school, one K-5 elementary school, one K-8 elementary school, one 6-8 middle school, one 9-12 comprehensive high school and an alternative education site that houses continuation high school, independent study, adult education, opportunity program (7-9) and the success program (special education), make up the physical plants.

Over 162 certificated staff are employed in the District with over 135 full and part-time classified staff providing support services.

Currently, student enrollment is approximately 2593 with significant growth expected thanks to improvements being planned at Fort Irwin.

Silver Valley Unified School District is a proud member of the Military Impacted Schools Association, the National Association of Federally Impacted Schools, the California Association of Federally Impacted Schools and the Military Child Education Coalition.

### **District wide CBEDS Ethnic Composition:**

American Indian or Alaskan Native:	# 28	1.1%
Asian:	# 25	1.0%
Pacific Islander:	# 47	1.8%
Filipino:	# 49	1.9%
Hispanic or Latino:	# 519	20%
Black, not of Hispanic Origin:	# 430	16.6%
White, not of Hispanic Origin:	# 1350	52.1%
Multiple or no response:	# 145	5.6%

### **Percent of student on free or reduced lunch:**

Elementary:	55%	Middle School:	39%	High School	40%
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### **CALWORKS Percentages:**

Elementary:	7%	Middle School:		High School:	7%
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### **Graduation Percentage:**

96%

### **Drop Out Rate:**

0.6%

## Local Measures of Student Performance (*other* than State-level assessments)

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

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

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

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

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

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>1. Alignment of instruction with content standards:</li> <li>· Alignment of instruction with content standards:</li> <li>- Frameworks / Blueprints</li> <li>- Essential Standards Identified in Language Arts and Math</li> <li>- District Standards mapped by trimester/semester for core subjects</li> </ul>	<ul style="list-style-type: none"> <li>District Admin.</li> <li>Site Admin.</li> <li>Teachers</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>- Registration/Hotels</li> <li>- Textbooks/Supplemental Resources</li> </ul>	\$231,334	Restricted
<ul style="list-style-type: none"> <li>2. Use of standards-aligned instructional materials and strategies:</li> <li>- Curriculum Calibration Training</li> <li>- Standards Plus materials</li> <li>- Success for All (SFA) Reading Training</li> <li>- Phonics programs</li> <li>- Standards-Based textbooks</li> <li>- Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>District Admin</li> <li>Site Admin</li> <li>Teachers</li> <li>Instructional Aides</li> <li>Tutors</li> <li>Volunteers</li> <li>Ongoing 2003-2008</li> </ul>	<ul style="list-style-type: none"> <li>- SFA contract for two schools</li> <li>- Salary for tutors</li> <li>- Textbooks K-12</li> </ul>	<ul style="list-style-type: none"> <li>\$182,000</li> <li>\$253,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>Title I</li> <li>District Textbook Funds</li> </ul>
<ul style="list-style-type: none"> <li>3. Extended learning time:</li> <li>- Before and After School Programs</li> <li>- Summer School</li> <li>- Parent / Child Activities</li> <li>- Cross-Age Tutoring</li> <li>- Homework Workshops</li> </ul>	<ul style="list-style-type: none"> <li>District Admin</li> <li>Site Admin</li> <li>Teachers</li> <li>Instructional Aides</li> <li>Volunteers</li> <li>Ongoing 2003-2008</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers pay (\$35/hr)</li> <li>- Summer School Teacher/Principal</li> </ul>	<ul style="list-style-type: none"> <li>\$7,000</li> <li>\$114,813</li> </ul>	<ul style="list-style-type: none"> <li>II/USP</li> <li>Unrestricted</li> </ul>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: - Accelerated Reading Software - Computer Lab Open After School (high school) - Plato Software - Internet Access for research -	Teachers Administrators Technology Dept Librarian 2003-2008	- Cost of Software - Staff in-service - Cost of Computers	\$120,000 \$10,000 \$31,000	Title I Title I Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials: - Peer Assistance and Review Program (PAR) - Beginning Teacher Support Assessment (BTSA) - Language Arts Textbook Adoption Training - Grade Level Meeting - CTAP - Conferences - Edtec profile	Asst. Supt. Ed Services HR Director Principals Teachers County Schools Ongoing 2003-2008	- BTSA Teacher Stipend - Conference - Registration (District)	\$28,9000 \$396.695	BTSA Fund Title II Combination
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): - School Accountability Report Card (SARC) - Assessment Results for STAR and CELDT	Principals Teachers Asst. Supt. Ed Services Ongoing 2003-2008	- SARC Printing Costs - Copy Machine Costs	\$6,000 \$500	Mandated Costs General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): - Teachers hold specific credentials in Language Arts - After school tutoring in Language Arts - Homework	Human Resources Principal Teachers	None	None	N/A
8. Monitoring program effectiveness: - STAR - Walk Through Training	Board Members Asst. Supt. Ed Services Curriculum Comm. Principals/Teachers 2003-2008	None	None	NA

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: - Hampton Brown - Title I - Before and After school tutoring - Student Study Teams/Family Support Teams - Differentiated Instruction - Success for All at one site - Accelerated Reader - Scientific Research Analysis (SRA) / Plato Program - Study Island, Kid Biz, Ren Place	Asst. Supt. Ed Services Principals Teachers Counselors Parents County Office  Ongoing 2003-2008	Tutors Related Title I Support/Supplies Buses Teacher Staff Supplies	   \$104,800 \$80,000	Title I     II/SUP General Fund
10. Any additional services tied to student academic needs: - Homework workshops - Independent Study Program - Class Size Reduction (CSR) - Clinical counseling - Counseling through Special Education Local Plan Area (SELPA) - Individual Teacher Websites with homework	Principals Teachers Counselors SELPA Technology  Ongoing 2003-2008	Partnerships with Local Community Services/Businesses	\$4,400	Pupil Retention Block Grant

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

**Planned Improvement in Student Performance in Mathematics**  
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>- Frameworks/Blueprints</li> <li>- Essential Standards Identified in Language Arts and Math</li> <li>- District Standards mapped by trimester/semester for core subjects Language Arts/Math</li> </ul>	District Administration Site Administration Teachers Parents  Ongoing 2003-2008	EduSoft	\$16,344	General Fund
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>- Standards Plus materials</li> <li>- (Supplementary)</li> <li>- Scaffolding (7<sup>th</sup> &amp; 8<sup>th</sup> grades)</li> <li>- Staff Development</li> </ul>	District Administration Site Admin Teachers Instructional Aides Volunteers  Ongoing 2003-2008	Curriculum Calibration Standards Plus	\$465 \$700	General Fund General Fund
3. Extended learning time: <ul style="list-style-type: none"> <li>- Before, During and After School Tutoring</li> <li>- Accelerated math Software</li> <li>- Remedial Math Classes</li> <li>- Cross age tutoring elementary level</li> <li>- Plato</li> </ul>	District Administration Site Administration Teachers Instructional Aides Volunteers  Ongoing 2003-2008	Per grade level Accelerated Math Scanners (9)	\$12,800 \$7,500  \$180,000	Title I Title II  Title I

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: - Developing District Technology Plan to include math - Accelerated Math Software - Plato Software (secondary) - Computer Labs open after school (some sites)	Teachers Site Administrators Technology Dept. Librarian Ongoing 2003-2008	Add Software each year \$1,5000/grade PLATO training each year	\$3,000 \$5,000	Title I Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials: - Curriculum Calibration Training - Accelerated Math Training - "Results" Training (Mike Schmoker) - Harcourt-Brace Math Textbook Adoption Training - AB466/SB472	Asst. Supt. Ed Services Human Resources Principals Teachers County Schools Ongoing 2003-2008	\$1,000 per teacher	Title II Part A	N/A
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): - Parent Conferences - Brochure of Math Standards - Standards based report cards - Student assessment results - District Website (e.g. SARC, site info, etc.)	District Administration Site Administration Teachers Ongoing 2003-2008	None	None	N/A
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): - Parent/Student Information Night - Special Education Transition IEP meetings - Orientation Nights for middle and high school	District Administration Site Administration District Psychologist School Counselors Ongoing 2003-2008	None	None	N/A



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: <ul style="list-style-type: none"> <li>- Parent surveys</li> <li>- High school Exiting Senior's Survey</li> <li>- EduSoft</li> <li>- School Site Council Minutes</li> <li>- Professional Learning Community</li> </ul>	Board Members Superintendent District Administration Site Administration Teachers Parents Consultant Ongoing 2003-2008	PLC Consultant Fee	PLC - \$40,812 \$106,500	Categorical Improving Teacher Quality Fund
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> <li>- EduSoft</li> <li>- Student Study Team</li> <li>- Accelerated Math</li> <li>- Differentiated Instruction</li> <li>- Tracking of low performance students</li> <li>- Plato</li> <li>- CAHSEE Training</li> </ul>	District Administration Site Administration Teachers Counselors Parents County Office Ongoing 2003-2008	Annual License Fee	Minimum \$5,000	General Fund
10. Any additional services tied to student academic needs: <ul style="list-style-type: none"> <li>- Homework Workshop</li> <li>- Before and after school learning</li> <li>- Independent Study Program</li> <li>- Conflict Resolution Program</li> <li>- Opportunity Program</li> <li>- Special Education Programs</li> <li>- Adult Education</li> <li>- Continuation High School</li> <li>- Success Program</li> </ul>	Site Administration Teachers Counselors Community Partnerships Technology Dept. In Progress Ongoing 2003-2008	IS Teacher Salary Opportunity Teachers Salaries (2) Special Ed Teacher Principal Salary Counselors Adult Ed Teacher \$35/hr (2)	\$61,000 \$162,000 \$52,000 \$104,000 \$71,000 \$11,2000	General Funds General Funds SPED Funds General Funds General Funds Adult Ed Funds

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

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
 (Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p><b>Required Activities</b></p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. 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"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <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)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Hampton Brown/Classroom Teachers</li> <li>- Use ESL Aide in classroom and train teachers in SADI beginning 2003 and continuing through 2008</li> <li>- Standards alignment, course descriptions, standards based report card K-8. Finished 2002-2003. Begin standards-based report card 9-12, 2003-2008</li> <li>- CELDT, API disaggregated data, CAT6, CST, Multiple Measure</li> </ul> <p>- DLAC and ELAC</p> <ul style="list-style-type: none"> <li>- Hampton Brown into English Materials</li> <li>- Houghton Mifflin Reading Series EL component (K-5)</li> <li>- McDougal-Letzel EL component (6-8)</li> <li>- 2042 Creden</li> </ul>

		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> <ol style="list-style-type: none"> <li>designed to improve the instruction and assessment of LEP children;</li> <li>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>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;</li> <li>long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol>	<ul style="list-style-type: none"> <li>- CLAD</li> <li>- Differentiated Instruction</li> <li>- ELD Standards Training</li> <li>- Walk Through Coach Training with EL component</li> <li>- AB75 Training for Administrators</li> <li>- Encourage teachers to get the CLAD Credential</li> <li>- CELDT Trainer or Trainers</li> <li>- English Language Learners Directors Network</li> <li>- San Bernardino Classroom Standards-Based Assessment Level 1 Training</li> <li>- Principal Network</li> <li>- Partnership</li> <li>- CELDT Training</li> </ul>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b> CLAD</p>

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
5.	Provide -- a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b> No	<b>If yes, describe:</b> Not Applicable
6.	Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b> No	<b>If yes, describe:</b> Not Applicable
7.	Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b> No	<b>If yes, describe:</b> Not Applicable

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Yes or No</b> No</p> <p><b>If yes, describe:</b> Not Applicable</p>	
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b> Yes</p> <p><b>If yes, describe:</b> Purchase more Hampton-Brown instructional materials Investigate for purchase research based secondary instructional materials (e.g. The WRITE institute and High Point) in 2003-2004 Purchase in 2004-2005 Review yearly through 2008</p>	
<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b> No</p> <p><b>If yes, describe:</b> No Applicable</p>	

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> <li>- Parent CELDT Letters</li> <li>- DLAC/ELAC/School Site Council</li> <li>- Site Plan for Student Achievement</li> <li>- District and site based information on District Website</li> </ul>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol>	<p><b>Required Activity</b></p>

Description of how the LEA is meeting or plans to meet this requirement.	
<p>Required Activity</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> <p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<ul style="list-style-type: none"> <li>- Parent Letter will include their rights information</li> <li>- Develop information brochure</li> <li>- Begin 2003-2004</li> <li>- Continue to update yearly through 2008</li> </ul>
	<ul style="list-style-type: none"> <li>- Notification will no longer be sent after 30 days</li> </ul>
	<ul style="list-style-type: none"> <li>- District SARC will be included in site SARC</li> <li>- Information sent to a parent is understandable</li> <li>- Begin 2003-2004</li> <li>- Ongoing yearly through 2008</li> </ul>

**Plans to Provide Services for Immigrants**

<p><b>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</b></p>	<p><b>Description of how the LEA is meeting or plans to meet this requirement.</b></p>	
<p><b>Allowable Activities</b></p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b> Not Applicable</p>
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b> Not Applicable</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b> Not Applicable</p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b> Not Applicable</p>



Allowable Activities		Yes or No	If yes, describe: Not Applicable
4.	Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	
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:	No	
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:	No	

<p>Allowable Activities</p>	<p>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:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b> Not Applicable</p>
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**Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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> <ul style="list-style-type: none"> <li>- Teachers are trained in the content standard in an on-going basis</li> <li>- Use student achievement data to plan staff development programs</li> <li>- Use needs assessment data to plan staff development</li> <li>- Plan staff development around major textbooks adoptions</li> </ul>	<p>District Administration Site Administration Teachers District C&amp;I Committee Begin 2003-2004 Ongoing 2003-2008</p>	<p>Buy Back Days For Staff</p>	<p>\$71,322</p>	<p>General Fund</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> <ul style="list-style-type: none"> <li>- District Staff Development Committee and the Curriculum and Instruction Committee will review research available on suggested activities to ensure that activities will focus on students meeting/exceeding key essential standards through the use of State-adopted/standards-based materials and formative assessments.</li> <li>- Activities will be close to the instructional work of teachers</li> <li>- Activities will build on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms.</li> <li>- Activities will apply to particular under-performing student populations (e.g. English Learners, students with disabilities, etc.)</li> </ul>	<p>District Administration Site Administration Begin 2002-2003 Ongoing 2003-2008</p>	<p>Buy Back Days For Staff</p>	<p>\$235/per staff member</p>	<p>State Supported Buy Back funds</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> <ul style="list-style-type: none"> <li>- PAR and BTSA program provides on-going training for teachers</li> <li>- Teachers weakest in classroom management will be provided training and support</li> <li>- Differentiating instruction training for teachers to meet the needs of all students</li> </ul>	<p>District Administration Site Administration Teachers County School District C&amp;I Committee Staff Development Committee  Begin 2003-2004 Ongoing 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>- Staff Development Committee coordinates all staff development activities and funding</li> <li>- Activities will meet the needs of all students</li> </ul>	<p>District Administration Site Administration Staff Development Committee County Schools  Begin 2002-2003 Ongoing 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>- The Staff Development Committee will develop a calendar of activities</li> </ul>	<p>District Administration Principals Teachers Parents  Develop 2003-2004 Yearly 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>

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> <ul style="list-style-type: none"> <li>- The Technology Plan includes professional development in math and writing with specific lesson plans at each grade level using computers.</li> </ul>	<p>Board Members District Administration Site Administration Teachers Parents Technology Staff Technology Committee</p> <p>Begin 2003-2004 Yearly 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>- Technology Plan addresses increased access to technology and training through California Technology Assistance Program (CTAP)</li> </ul>	<p>Board Members District Administration Site Administration Teachers Parents Technology Committee</p> <p>Begin 2003-2004 Ongoing 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>- District Curriculum and Instruction Committee and the District Staff Development Committee discuss and plan staff development needs.</li> <li>- School Site Council meet to discuss and plan the staff development needs of the school</li> <li>- DLAC and ELAC committees contribute to the overall planning of staff development</li> </ul>	<p>District Administration Site Administration Teachers Parents School Site Council</p> <p>Yearly/Ongoing 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</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"> <li><input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>- Early Out Wednesday will be used for teachers to be trained on:</p> <ul style="list-style-type: none"> <li>- Use of data to improve instruction</li> <li>- Curriculum calibration</li> <li>- Prepare students for state testing</li> <li>- Writing Programs</li> <li>- State Content Standards</li> <li>- District-wide training will provide:</li> <li>- Software training for clerical staff</li> <li>- Training on various maintenance skills for maintenance staff</li> <li>- CLAD</li> <li>- AB75 training for principals</li> <li>- Differentiated Instruction for teachers, instructional aides and tutors</li> <li>- BTSA training will be provided for all new teachers</li> </ul>	<p>District Administration Site Administration Teachers Counselors County Schools - AB75 2002-2003   And 2003-2004 - Others Ongoing to   2007-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>- Earn units for advancement on the salary schedule</li> <li>- Classified paraprofessionals have access to all district staff development opportunities</li> <li>- Training in the k knowledge of and ability to instruct at grade level in specifics subject areas of paraprofessionals</li> </ul>	<p>District Administration Site Administration Classified Staff  Begin 2002-2003 Ongoing 2003-2008</p>	<p>None</p>	<p>None</p>	<p>N/A</p>

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>● Policies in place; revised recently</li> <li>● District Safety Plan; revised annually</li> <li>● Safety and Disaster equipment exist</li> <li>● Quarterly committees</li> <li>● Collaborative Advisory Committees</li> <li>● Quarterly newsletter, Helping Hands</li> <li>● Annual Community activity calendar</li> <li>● Web-site, listing community resources</li> <li>● Student Assistance Program</li> <li>● Deployment Counseling</li> <li>● After school mentoring and tutoring access to Healthy Start Resource Center</li> <li>● Contracted Licensed MFCC Counselor</li> <li>● School-Based Medical Clinic</li> <li>● Contracts with local Optometrist and Dentist</li> <li>● LEA Medi-Cal Billings service</li> <li>● Healthy Families Insurance Assistor Program</li> <li>● School Resource Officer 60%</li> <li>● Interquest Detection Canine Program</li> <li>● Anger Management classes</li> <li>● After school activities</li> <li>● Evening parenting classes</li> <li>● Don't start tobacco program</li> <li>● Get Real about Violence</li> <li>● Too Good For Drugs</li> <li>● California Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Place policies on the web and in handbooks</li> <li>● Safety Committees to review and critique incidents</li> <li>● DAT/Medi-Cal Advisory increase to quarterly meetings</li> <li>● Annual staff in-service on the referral process for student assistance program</li> <li>● Expand peer mediator program to other sites</li> <li>● Research other sources of revenue for Healthy Start</li> <li>● Clinic under utilized</li> <li>● District vehicle to transport student to vision and dental care</li> <li>● SRO student data</li> <li>● Increase visits of drug dogs</li> <li>● More after school activities for high risk students</li> <li>● In-service all staff</li> <li>● Science-based drug and alcohol program</li> <li>● Expand programs to other schools</li> </ul>



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

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

**ACTIVITIES**

- Attached Board Policy #153 a; Student Conduct
- Mailed annually; Substance Abuse Violence Prevention
- Mapping services of prevention, intervention, and post intervention programs
- Red, Yellow Ribbon and Alcohol week; Poster contests
- After school crafts class
- Student assistance program, peer mediators and counseling program
- Conflict management class
- Stipends for after school activities
- Staff development programs; Encouraging School success, quick skills on conflict resolution, warning signs of potential violence, bullying, 40 development assets, columbine
- Train 7<sup>th</sup> and 8<sup>th</sup> grade health teachers in project alert
- Activities provided by qualified service providers;
- AB 1113 funded programs: peer mediators, poster contest, community programs on violence awareness
- School Resource Officer-Clean sweep program
- SARB/SART
- Free immunization clinic for 6/7<sup>th</sup> grades

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• Student assistance program</li> <li>• Licensed MFCC counselor for students</li> <li>• Peer counseling and Mediator program</li> <li>• Get real about violence curr. Data</li> <li>• Parenting and informational classes</li> <li>• School resource and probation officers on campus/clean sweep</li> <li>• Indications of reduced tobacco as a result of tobacco cessation class</li> <li>• After school sports programs</li> <li>• Health services and healthy start data</li> <li>• California healthy kids survey data</li> <li>• California safe school assessment</li> <li>• Suspension and expulsion data</li> <li>• Interquest detection canine data</li> <li>• Principals discipline data</li> <li>• Healthy families assistor availability</li> <li>• Medi-cal data</li> <li>• Crisis counselors through SELPA</li> </ul>	<ul style="list-style-type: none"> <li>• More hours of counseling to target more students</li> <li>• Expand mediator program to other schools</li> <li>• Purchase a science-based program like Project alert</li> <li>• Lack of staff development time</li> <li>• Lack of teacher/Principal buy in</li> <li>• Strategies for teaching and infusing prevention programs</li> <li>• Parent involvement in design and implementation of programs</li> <li>• Utilizing law enforcement in community educational programs</li> <li>• Youth development programs: advocacy projects, community service learning programs</li> <li>• Expand intervention strategies; support groups and Saturday classes</li> </ul>

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _ / _ / _ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _12_ %	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _1_ %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _14_ % 9 <sup>th</sup> _19_ % 11 <sup>th</sup> _18_ %	7 <sup>th</sup> _1_ % 9 <sup>th</sup> _1_ % 11 <sup>th</sup> _1_ %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _11_ %	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _2_ %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _26_ % 9 <sup>th</sup> _41_ % 11 <sup>th</sup> _22_ %	7 <sup>th</sup> _3_ % 9 <sup>th</sup> _3_ % 11 <sup>th</sup> _3_ %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _5_ % 9 <sup>th</sup> _18_ % 11 <sup>th</sup> _11_ %	7 <sup>th</sup> _1_ % 9 <sup>th</sup> _2_ % 11 <sup>th</sup> _2_ %

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _0_ % 7<sup>th</sup> _80_ % 9<sup>th</sup> _74_ % 11<sup>th</sup> _84_ %</p>	<p>5<sup>th</sup> _0_ % 7<sup>th</sup> _3_ % 9<sup>th</sup> _3_ % 11<sup>th</sup> _3_ %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> _33_ % 9<sup>th</sup> _25_ % 11<sup>th</sup> _22_ %</p>	<p>7<sup>th</sup> _3_ % 9<sup>th</sup> _3_ % 11<sup>th</sup> _3_ %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>___.007__%</p>	<p>__0__%</p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> _/_/_</p> <p><b>Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _ _ % 7<sup>th</sup> _ _ % 9<sup>th</sup> _ _ % 11<sup>th</sup> _ _ %</p>	<p>5<sup>th</sup> _ _ % 7<sup>th</sup> _ _ % 9<sup>th</sup> _ _ % 11<sup>th</sup> _ _ %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> _ _ % 7<sup>th</sup> _ _ % 9<sup>th</sup> _ _ % 11<sup>th</sup> _ _ %</p>	<p>5<sup>th</sup> _ _ % 7<sup>th</sup> _ _ % 9<sup>th</sup> _ _ % 11<sup>th</sup> _ _ %</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
<b>Project Alert</b>	A, T, OD	7-8	50%	9/2003	2003	2003
<b>Reconnecting Youth</b>	A, OD, V, Y	9-12	50%	Pending	Pending	Pending
<b>Too Good For Drugs</b>	T, A, OD, V	K-8	50%	Spring 2005	Fall 2005	Fall 2005

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs ; sports, tutoring, job training, crafts, social services, parenting and counseling	A, OD, V	K-12
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling; SST, student assist program, Healthy Start, counseling	A, T, OD, V	K-12
X	Environmental Strategies; Surveillance cameras, badges, lock down, DOJ clearance, check in at office, clean sweep, canines, safety training	A, T, OD, V	K-12
X	Family and Community Collaboration; PTA, advisory boards, community liaison	A, T, OD, V	K-12
	Media Literacy and Advocacy		
X	Mentoring; cross age, college students, adults and peer leaders	A, T, OD, V	1-12
	Peer-Helping and Peer Leaders		
X	Positive Alternatives; Unity day, powerfest, sober graduations	A, T, OD	1-12
X	School Policies; student parent handbook, newsletters, policies, interventions	A, T, OD, V	K-12
	Service-Learning/Community Service		
X	Student Assistance Programs: Counseling/intervention/support group	A, T, OD, V	7-12
X	Tobacco-Use Cessation; on campus	T	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms; 40 developmental assets	A, T, OD, V	K-12
X	Other Activities; classroom management, poverty training	A, T, OD, V	K-12



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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Get Real About Violence	V	K-12	300	1997	1997	1998
Too Good For Drugs	A, OD	K-12	500	1994	1995	1995
Don't Start Tobacco Use Prevention	T	4-8	935	1994	1994	1994

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

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



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

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

After critiquing our data collection; California Healthy Kids Survey, California Safe School Assessment, Healthy Start evaluation and the school law enforcement data, we selected the following programs based on this data: Appendix C, School Community for elementary level, grades K-6; this was chosen to provide students a sense of community especially with our geographically isolated region. The CHKS has not yet been administered to the 5<sup>th</sup> grade, therefore we based our decision from the Youth Development, Reconnecting Youth, and for grades 9-12 provides every focus; AODV and Youth Development with the exception of tobacco. As a result of our analysis of data we have selected the following activities from Appendix D: After School Programs such as sports, counseling services by a licensed therapist. Conflict Mediation/Resolution such as anger management classes after school, Peer Mediation program for middle school, peer counseling at the high school. Early Intervention and Counseling such as SST, healthy start, student assistance program, counseling and support groups. Environmental strategies such as, surveillance cameras, interquest canines, safety trainings. Family and Community collaboration such as advisory boards, PTA, booster club. Positive alternatives such as, powerfest, clubs, unity day, crafts, sober graduation, assemblies like secrets. School policies are provided in the student parent handbook, newsletters and flyers. Tobacco use cessation on campus during and after school.

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

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

The SVHLC meet quarterly to discuss programs and services effectiveness, an ongoing talk for analyzing results. The director of health services is responsible to see that the database for the indicators is maintained regularly and reviewed, semi-annually by the SVHLC. We have developed with our healthy start grant the appropriate data collection system to support the monitoring process. The approaches that we use in evaluation is to study what we designated as short term and long term indicators for success. When we convene, we conduct an evaluation/indicator prioritization session to determine the most important indicator for success which might reduce the number of overall indicators listed in our consolidation application. We think it is important to devote a more thoughtful process to this task in order to develop a meaningful evaluation process. We also link indicators with outcome clusters to have a clearer picture of success or failure.

After critiquing our data collection; CHKS, the federal uniform management information report, and expulsion records, attendance, truancy and school attendance review board data, law enforcement data and healthy start data, comparing it with our indicators and looking at existing programs and activities will enable us to see our strength and needs thus refine and improve our program.

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

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

- Annual feedback regarding activities and services of this program and then observable outcomes presented to school administration and staff, community agency representatives, and the general public to raise public awareness as well as to initiate long term planning and support
- Annual CHKS survey reports at board meetings, newspaper, student/parent newsletters and public hearings.
- Annual health services, end of year report for parent information.
- Parent programs provide information regarding results of programs
- Human-interest anecdotes of students and family successes presented at special meetings.
- After a series of prevention lesson, report post test information on changes in knowledge, attitudes and intentions to administration, staff and parents

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

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

The students with the greatest needs derive from out three valley schools because of geographical isolation, overall poverty, high rate of unemployment, transience of population, limited education of parents and single parents families. These schools are also Title I, healthy start schools. The healthy start program is the gateway of services, a clearinghouse of information that provides linkages for children/families needs. Clients and students are directly referred to services and monitored to determine the appropriateness. Through case management there is one point of entry into the system providing a smooth transition into multiple services. SDFSC programs are linked to this program and has expanded over six years to our military post. The following services are funded for the students with the greatest needs; student assistance program, student/family counseling during and after school, arts and crafts, parenting classes, anger management and drug and alcohol class for students only, clubs and staff development; 40 development assets.

**Coordination of All Programs (4114 (d)(2)(A)):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Our district has taken two major steps to avoid duplication of efforts among various collaborative partners and programs. First the Director of health services has been appointed the chairperson of the SVHLC, a committee made up of agencies, community members, school personnel, community members, parents and students committed to work together for improved student outcomes. Second, the director of curriculum and instruction encourages joint planning among related categorical programs and district offices and have linked these together in a strategic planning process for health and social services as part of its internal education reform. As a result, we now have a coordinated program at all sites; Title IV, tube 4-8, AB 1113, school safety violence prevention grant, and healthy start grant. The prevention curriculum is infused through the district core curriculum and aligned with the health framework. Staff development activities are structured to enhance current curriculum and to better provide for the needs of the multi funded students.

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

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

Parents are major contributors and recipients of services. Several parents sit on the SVHLC advisory that make decisions for our programs and activities. Since the implementation of the DOJ fingerprint clearance of volunteers, it has become more difficult to solicit parents in activities. A quarterly newsletter called *Helping Hands* is distributed to the entire student population. It has a section expressly prepared for parents soliciting assistance of any type and informing them of upcoming special classes for parents. Our district web page has a large section for health services that provides information about our prevention and intervention programs, list help resources for parents and maintains a calendar of activities that are open to the community. Parents are also notified at the beginning of the year by mail about prevention programs and the CHKS with an attached permission slip. There are many committees and organizations that parents are part of; SARB, school site advisory and the booster clubs.

**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.

- Referrals are submitted to each health clerk at each school site regarding pregnant minors and then sent to the health services dept, case management begins
- Pregnant minor receives a series of prenatal, post partum education by a registered nurse
- Referral to tobacco cessation program/presentation by American cancer society
- Individual counseling services
- Pamphlets in health office at high school and middle school
- Referred to the Cal Safe Program
- Referred to the school based clinic initially

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

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

Position/Title	Full time equivalent
N/A	

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

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

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

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	<ul style="list-style-type: none"> <li>- Course outlines written to State Standards</li> <li>- Plato</li> <li>- Senior Portfolio interview</li> </ul>	<p>Grades 9-12</p> <p>9-12 Senior</p>	<p>Departments, Tutors and Community Stakeholders</p>	<p>CAHSEE passing rate</p> <p>Graduation Rate</p>	<p>Prof. Dev.</p> <p>General Fund Stipends</p>
<b>5.2 (Dropouts)</b>	<ul style="list-style-type: none"> <li>- Community Day School</li> <li>- Opportunity Class</li> <li>- Adult Education</li> <li>- Independent Study</li> <li>- On campus school</li> <li>- Resource Officer</li> <li>- SARB Interventions</li> <li>- Counseling Services</li> </ul>	<p>Grades 9-12</p>	<p>Principal Counselor Alt Ed Principal SARB Board</p>	<p>Percentage of school-wide drop outs</p>	<p>General Fund</p>
<b>5.3 (Advanced Placement)</b>	<p>Open enrollment to</p> <p>1. On site classes AP/Honors</p>	<p>Grades 9-12</p>	<p>Principal Counselor Group AP Instructor</p>	<p>Enrollment percentage</p> <p>AP passing rate</p>	<p>TSST</p>

### 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.

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



## Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The following needs assessments are provided within the Silver Valley School District in reference to state standards: STAR; CELDT; CAHSEE; STT/intervention Team; GATES-MCGINNITY; formative Assessments, Textbook Assessments; Teacher/Administrative/Parent Input; Trimester/Semester Monitoring; District-wide writing assessments (in development) 4STIE; DIEBELS; STUDY ISALND; PLATO and Results. Accelerated Reader and Accelerated math are implemented in all elementary and middle schools. ExCEL tutoring program and on-going staff development is offered in reading, writing and technology and is offered at all elementary schools.</p> <p>Four of seven schools within Silver Valley have implemented Professional learning communities, and all seven school principals are receiving training in PLC; after school tutoring is available in academic core subject areas for students wishing to attend; staff members are also tutoring students before school, during lunch and on weekends at various times throughout the day. Students who have not passed the CAHSEE are required to take an additional course focusing on remediation of basic skills through the Plato Program. New teachers are involved in BTSA and New Administrators receive training through AB475. AB466 training in Language Arts and Math is offered at the district site during the summer and school year.</p>
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- 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.

Parent involvement and Community relations is active within our communities especially at Fort Irwin that houses three schools. The 58<sup>th</sup> Combat Engineers provides soldiers to help teachers and instruct students. Soldiers also provide assistance with programs such as Jump Rope for Heart, field days, school carnival and providing equipment the school need for programs and performances. Healthy Start, SARB, parenting classes, tutoring, anger management, school liaison, counseling, SETS partners in Education, and service learning are support services available to students. First Five pre-school is offered at one of our elementary schools and pre-school at Fort Irwin is available to all military personnel with children at Fort Irwin.

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:

- 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.

Underperforming students work in small groups and/or one-on-one with a teacher and/or a tutor for reading comprehension and math reinforcement. Teachers attend ExCELE, a skills-intensive instruction in small groups. Tutors allow for ability grouping within classrooms for language arts and math. Student Study Teams (SST) provides interventions and assistance to teachers and parents in the regular program to help struggling students. Teacher collaboration with special education teachers and inclusion has provided extra support within the regular classrooms to ensure the core curriculum and standards are met. Renaissance reading is used to assist students in progression of independent reading skills. Scaffolding in math and reading is implemented in most schools. PLATO preparation is provided through categorical monies for underperforming students. Summer school is available to all students at risk of failing and tutoring is available before school, during lunch and after school for students seeking assistance. In addition, funding is used to supplement tutoring opportunities, computer access and materials available for student use on and off campus.

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

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Community Day Schools address through the County Office. Funding from the county is available in the form of gas cards, backpacks, and food cards through local grocery stores.</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"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>No schools are in Program Improvement.</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>N/A</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>N/A</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 style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Title II dollars have been used to recruit, retain, and increase the number of highly qualified teachers.</p> <p>Teachers who are selected by Silver Valley Unified School District will be properly certified by the California Commission on Teacher Credentialing (CCTC).</p> <p>Silver Valley Unified School District will seek to recruit and retain teachers who have the following qualifications:</p> <ul style="list-style-type: none"> <li>• A bachelor's degree or higher;</li> <li>• State certification; and</li> <li>• Demonstrated competency in the core academic subjects(s) to be taught.</li> </ul> <p>In the event that there is not a sufficient applicant pool who meet these requirements, Silver Valley Unified School District will select the best-qualified California intern available rather than allow the position to remain vacant. In the event that such a person is hired, he or she would be placed on a temporary employment contract and professional development plan that would make continued employment contingent upon clearing of their credential within a specified time frame.</p> <p>Silver Valley Unified School District will use funds available under Title I, Part A and Title II, Part A to reimburse teachers, administrators and selected classified staff for expenses related to meeting the "highly qualified"</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 style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Title II dollars have been used to recruit, retain, and increase the number of highly qualified teachers.</p> <p>Teachers who are selected by Silver Valley Unified School District will be properly certified by the California Commission on Teacher Credentialing (CCTC).</p> <p>Silver Valley Unified School District will seek to recruit and retain teachers who have the following qualifications:</p> <ul style="list-style-type: none"> <li>• A bachelor's degree or higher;</li> <li>• State certification; and</li> <li>• Demonstrated competency in the core academic subjects(s) to be taught.</li> </ul> <p>In the event that there is not a sufficient applicant pool who meet these requirements, Silver Valley Unified School District will select the best-qualified California intern available rather than allow the position to remain vacant. In the event that such a person is hired, he or she would be placed on a temporary employment contract and professional development plan that would make continued employment contingent upon clearing of their credential within a specified time frame.</p> <p>Silver Valley Unified School District will use funds available under Title I, Part A and Title II, Part A to reimburse teachers, administrators and selected classified staff for expenses related to meeting the "highly qualified"</p>

<p>requirements, as mandated under the No Child Left Behind Act of 2001 [P.L. 107-110] and the individuals with Disabilities Education Improvement Act of 2004 [P.O. 108-466].</p> <p>The following types of expenses are encumbered and/or eligible for reimbursement:</p> <ul style="list-style-type: none"> <li>• Relocation allowance from \$500.00 to \$1,000.00. (\$25,000)</li> <li>• Registration fees for workshops to prepare for applicable certification exams (CSET). (\$5,000)</li> <li>• Develop professional library. i.e. study manuals, software, etc. (\$2,000)</li> <li>• Provide transportation to and from the CSET test sites.</li> <li>• Reimbursement of registration fees for California Subject Examination for Teachers (CSET) test, if the tests are passed. (\$12,000)</li> <li>• Tuition assistance for required college courses that the Superintendent or designee has approved the teacher to take to assist the teacher in meeting the highly qualified requirements. (\$40,000)</li> <li>• Related recruiting expenses. i.e. travel, accommodations, transportation, etc. (\$30,000)</li> <li>• Reimbursement of registration for AB75 training. (\$4,000)</li> <li>• Reimbursement for renewal fees for a second credential being used by staff to fulfill district needs. (\$3,000)</li> </ul>	<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>Title I and funds have been used in an effort to prepare parents to be involved in the schools and in their children's education. A web site was created that allows parents to communicate with teachers at schools about grades and attendance. Specific programs created within Silver Valley include Site Council meetings, Family Support Team Meetings (FST), Parent Conferences, Book Fairs, and volunteering. Parents are kept aware of school activities through principal and teacher newsletters and monthly calendars. Funds are also used to support award assemblies, enrichment programs, parenting classes, English language classes and other activities taking place at school sites. English language classes are taught by a CLAD certified site teacher for parents and students who want to learn English.</p>	



## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Not Applicable. We do not receive these funds.</p>

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## ASSURANCES

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

### GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

#### **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

#### **TITLE II, PART D**

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

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Print Name of Superintendent

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Signature of Superintendent

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Date

## APPENDIX A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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







## APPENDIX D

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

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

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

## APPENDIX E

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

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B