

Application #	
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**No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN**

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

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

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): Lewiston Elementary School
County/District Code: 53 71746
Dates of Plan Duration : July 1, 2009 to June 30, 2010
(to be updated at least annually)

Date of Local Governing Board Approval:

District Superintendent: Duncan Hobbs
Address: 685 Lewiston Road
City: Lewiston, CA Zip code: 96052
Phone: 530.778.3984 Fax: 530.778.3103

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.

Duncan Hobbs 11/30/2009 [Signature]
Printed or typed name of Superintendent Date Signature of Superintendent

Christine Bennor 11/30/2009 [Signature]
Printed or typed name of Board President Date Signature of Board President

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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

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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 2013-14.**
- 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 2005-06, 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 (ED). 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 federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by 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 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, the single **plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be 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, the Single Plan for Student Achievement, and 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 LEAs, 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 ConApp 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 ConApp 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 ConApp 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 Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the 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 educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

The California *Education Code (EC)*¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

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. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted 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 Single School District (SSD) 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.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD 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 SSD 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 SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD 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. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

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/tq/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Adequate Yearly Progress (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 (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools 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

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, 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 all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

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 ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD 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 practices? 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 to indicate planning steps as they are completed.

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

✓	SSD Plan – Comprehensive Planning Process Steps
	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	“3010” Title I, Part A (School Wide)	x	“7090” Economic Impact Aid (EIA) – State Compensatory Education moved into SBCP
x	REAP Flex (Title IIA. Title IID, SRSA moved into Title I SWP)	x	School-Based Coordinated Program “7250”
x	“5810” Title VI, Subpart 2 Small, Rural School Achievement REAP moved into Title 1A SWP	x	“1100” Lottery
x	“4035” Title II, Part A, Subpart 2, Improving Teacher Quality “4035”	x	“6010” After School
x	“3710” Title IV, Part A, Safe and Drug-Free Schools and Communities “3710”	x	“6300” Lottery Instructional Materials
x	“3030” Reading First	x	“6500” Special Education
x	“3031” Special Education Teacher Professional Development (SETPD)	x	“6535” Special Education Professional Development
x	“3310” Special Education IDEA Basic	x x	“7230” Home to School Transportation
x	“3011” American Recovery and Reinvestment Act	x	Tobacco Use Prevention Education (Prop 99) “9290”
x	“3200” State Fiscal Stabilization Fund	x	Programs listed below are subject to SBX3 4 flexibility to be used for any educational purpose & therefore do not need to be included in the plan at this time.
		x	“6258” PE Teacher Incentive Grant
		x	“6405” School Safety and Violence Prevention Act (AB1113, AB625)
		x	“6760” Art Music Block Grant
		x	“7080” Supplemental Counseling Grant
		x	“7140” Gifted and Talented Education
		x	“7156” Instructional Materials
		x	“7294” Math & Reading
		x	“7271” Peer Assistance Review
		x	“7393” Professional Development
		x	“7395” School & Library Improvement Grant

DISTRICT BUDGET FOR FEDERAL PROGRAMS 2009-2010

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Centralized Services & Indirects	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
School Wide Program includes Title I, Title II Part A, Title IV Part A, Title V Part A, SRSA (Reap Flex) "3150"	\$0	See SW total below	See SW total below	See SW total below	See SW total below
Title I, Part A "3010"	\$0	\$58,188	See SW total below	See SW total below	See SW total below
Title II Part A, Subpart 2, Improving Teacher Quality "4035"	\$0	\$11,293	See SW total below	See SW total below	See SW total below
Title IV, Part A, Safe and Drug-free Schools & Communities "3710"	\$0	\$773	See SW total below	See SW total below	See SW total below
Title II Part D, Technology "4045"	\$0	\$548	See SW total below	See SW total below	See SW total below
Small, Rural School Achievement "REAP" "5810"	\$0	\$9,224	See SW total below	See SW total below	See SW total below
TOTAL for School Wide program 15% limit on total admin and indirects Indirects: per allowable rate	\$0	\$80,026			

Other Federal Programs not in Schoolwide Program	\$0	See SW total below			
American Recovery and Reinvestment Act "3011"	\$34,370	\$0			
State Fiscal Stabilization Fund "3200"	\$40,244	\$0			
Reading First "3030"	\$0	\$19,500			
Special Education Teacher Professional Development "3031"	\$0	\$19,500			
Special Education "3311"	\$0	\$13,061			
TOTAL for Non School Wide program Indirects: per allowable rate	\$74,614	\$56,061			

DISTRICT BUDGET FOR STATE PROGRAMS 2009-2010

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Centralized Services & Indirects	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
School based Coordinated Program includes EIA/SCE & School Library Improvement "7250"		See SBCP Total below	See SBCP total below	See SBCP Total below	See SBCP total below
EIA – State Compensatory Education "7090"	\$0	\$14,700	See SBCP total below	See SBCP Total below	See SBCP total below
TOTAL for Schoolbased Coordinated Program Indirects: per allowable rate	\$0	\$14,700			
Other State Programs not in Schoolbased Coordinated Program					
Lottery "1100"	\$7,586	\$6,327			
Lottery Instructional Materials "6300"	\$1,955	\$610			
Afterschool & Education "6405"	\$0	\$37,084			
Special Education Professional Development "6535"		\$260			
Special Education "6500"		\$45,674			
Home to School Transportation "7230"	\$0	\$76,996			
Tobacco Use Prevention Education - (Prop. 99) "9290"	\$0	\$500			
TOTAL for Non-Schoolbased Coordinated Program Indirects: per allowable rate	\$0	\$167,451			
Programs listed below are subject to SBX3 4 flexibility to be used for any educational purpose & therefore do not need to be included in the plan at this time.					
PE Teacher Incentive Grant "6258"	\$0	\$29,340			
Art Music Block Grant "6760"	\$0	\$2,857			
School Safety and Violence Prevention Act (AB 1113) "6405"	\$0	\$8,462			
School & Library Improve. Block Grant "7395"		\$7,919			
Math and Reading "7294"	40	\$2,216			
Gifted and Talented Education "7140"	\$0	\$2,784			
Instructional Materials "7156"	\$0	\$5,269			
Peer Assistance Review "7271"	\$0	\$735			
Supplemental Counseling "7080"	\$0	4,000			
School & Library Improve. Block Grant "7395"	\$0	\$13,607			
TOTAL Flexibility Funds	\$0	\$77,189			

CATEGORICAL BUDGET DETAIL 2009-2010

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

School-Based Coordinated Program (SIP/EIA-SCE) \$14,700

Purpose: Help educationally disadvantaged students succeed in the regular program and improve overall achievement of all students

Strategy: Provide music to students. Add a part-time para-educator in 07-08 to reduce the adult to student ratio in providing supplemental assistance. Use technology to assist students in meeting grade level standards.

Expenditures: Para-educator salary + statutory benefits
Indirects per allowable rate

Centralized services: Co-op fee 7.5% on EIA portion if a member of the Trinity County Coop

Lottery c/o \$7,586 + \$6,327

Purpose: The use of these funds is unrestricted.

Strategies: Use funds in place of other unrestricted dollars.

Expenditures: materials and supplies

After School Education and Safety Program \$37,084

Purpose: Provide safe, constructive opportunities and educationally enriching alternatives for all children during non-school hours.

Strategies: The program consists of two elements: 1) Provide tutoring and/or homework assistance in language arts, mathematics, social studies, science, and computers. 2) Provide enrichment activities in recreation, fine arts, physical fitness, and prevention activities.

Expenditures: Coordinator salary/benefits
Activities Assistants salaries/benefits
Administrator salary/benefits
Americorp Worker contract
Instructional materials
Enrichment/recreation supplies
Equipment
Travel and Conference
Contract with TCOE for coordination

Lottery Instructional Materials c/o \$1,955 + \$610

Purpose: Must be used to purchase instructional materials, printer or non printed may include textbooks, tech based materials, other educational materials or tests

Strategies: Use funds to purchase instructional materials as allowed

Expenditures: instructional materials and supplies

Tobacco Use Prevention Education, Grades 4-8 \$500

Purpose: Provide coordination for tobacco use prevention activities to eliminate tobacco use

Strategies: Fund TUPE coordinator to provide TUPE activities

Expenditures: Item: Coordinator stipend/wages-benefits

Home to School Transportation \$76,996

Purpose: Provide home to school transportation to students attending the school.

Strategies: Use funds for transportation expenses

Expenditures: Bus Driver salaries/benefits
Office Support Staff salaries/benefits
Transportation and supplies
Professional development
Contract Services for bus repair/maintenance

Special Education **\$45,674**

Purpose: Provide special education services to students

Strategies: Use funds for instructional support

Expenditures: Special Education Teacher salaries/benefits
Special Education materials and supplies
Professional development
Indirects as per allowable rate

Special Education Professional Development **\$260**

Purpose: Provide professional development to special education teacher

Strategies: Use funds for professional development

Expenditures: Professional development

Federal Programs

Schoolwide Program

(Title IA, Title IIA, Title VA, Title IVA, REAP)

Purpose: Upgrade the entire educational program of the school.

Strategies: Close the achievement gap by reducing teacher/student ratios using extra teacher, instructional assistant, and Foster Grandparent. Provide supplemental learning opportunities to students to support reaching grade level standards in reading and math. Promote parent and community involvement in the school. Provide services to homeless students to promote equal access to school programs.

Expenditures: Part time intervention teacher to reduce the teacher to student ratio salaries/benefits
Part time paraeducators salaries + benefits
Teacher for after school intensive instruction
Supplemental (not core) instructional materials
Parent involvement activities
Homeless reservation 1% of Title IA allocation
Indirects per allowable rate

Centralized services: Co-op fee 7.5% on Title IA, IIA, IVA, VA portion if a member of the Trinity County Coop

American Recovery and Reinvestment Act

Purpose: **NEED**

Strategies: Close the achievement gap by reducing teacher/student ratios using extra teacher, instructional assistant. Provide supplemental learning opportunities to students to support reaching grade level standards in reading and math.

Expenditures: During & After School Teacher Intensive Instruction salaries/benefits
Part time paraeducators salaries + benefits
Staff Development

State Fiscal Stabilization Fund

Purpose: **NEED**

Strategies: **NEED**

Expenditures: Part time paraeducators salaries/benefits
Dishwasher
Reading Coach salaries/benefits in 2010/11
Set aside for HVAC project in 2010/11

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program 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—Guidance Information

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 SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD'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, California Basic Educational Data System (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 SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

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 with the instructional leadership skills to help teachers provide all students the opportunity to meet the state’s academic achievement standards.

School Safety and Prevention

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

Needs Assessment—Current Data

Demographics

Student Enrollment by Grade Level 09-10(as of CBEDS 10/2/09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	9	Grade 5	4
Grade 1	9	Grade 6	3
Grade 2	6	Grade 7	6
Grade 3	9	Grade 8	11
Grade 4	8	Total Enrollment	65

Student Enrollment by Group 09110

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0%	White (not Hispanic)	77%
American Indian or Alaska Native	6%	Multiple or No Response	0%
Asian	5%	Socioeconomically Disadvantaged	78%
Filipino	0%	English Learners	0%
Hispanic or Latino	8%	Students with Disabilities	0%
Pacific Islander	5%		

Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *Note: Data not shown when the number tested is 10 or less.*

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	53%			48%			43%		
Mathematics	53%			52%			40%		
Science	*			42%			38%		
History-Social Science	*			0%			33%		

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. *Note: Data not shown when the number tested is 10 or less.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	%	%		
Male				
Female				
Economically Disadvantaged	%	%		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics. *Note: Data not shown when the number tested is 10 or less.*

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Reading									
Mathematics									

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period. *Note: Data not shown when the number tested is 10 or less.*

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard. *Note: Data not shown when the number tested is 10 or less.*

Grade Level	Reading			Writing			Mathematics		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools. *Note: Data not shown when the number tested is 10 or less.*

API Rank	2007	2008	2009
Statewide			
Similar Schools			

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: Data not shown when the number tested is 10 or less.*

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

State Award and Intervention Programs

This section will contain information about the school’s participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Not applicable would this be reading first???that’s federal/???

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

Analysis/Conclusions indicated by the data (demographics, test results, accountability measures) as provided by teachers, the administrator, and the SSC through surveys and discussion:
1.Strengths:
2.Needs:

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements are used to discuss and develop findings that characterize the instructional program at this school for students:

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

- Yes Use of state and local assessments to modify instruction/improve student achievement (NCLB)
- Yes Use of data to monitor student progress on curriculum-embedded assessments/modify instruction (EPC)

Staffing and Professional Development

- Yes Meet requirements for highly qualified staff (NCLB)
- No** Administrators participate in Principals' Assembly Bill (AB) 430 training on State Board of Education (SBE) adopted instructional materials (EPC)
* Principal scheduled to begin AB 430 September 2009.
- Yes Sufficiency of credentialed teachers and teacher professional development (e.g., access to BTSA training on SBE-adopted instructional materials) (EPC)
- Yes Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
- Yes Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Yes Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

- Yes Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- Yes Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- Yes Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
- Yes Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Yes Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Subject	Year of Textbook	Name of Textbook/Publisher	Date of Board Adoption
English/Language Arts	2002	A Legacy of Literacy Houghton Mifflin (K-6)	April 23, 2002
English/Language Arts		Timeless Voices, Timeless Themes Prentice Hall	April 23, 2002
Mathematics		California Math (Grades K-6) Saxon	June 23, 2008
Mathematics		California Pre-Algebra & Algebra I (Grades 7-8) McDougal Littell	June 23, 2008

Mathematics		California Math Course 2 (Grades 6-8) McDougal Littell	June 23, 2008
Science		California Science (Grades K-6)	July 24, 2007
Science		Science Explorer: Focus on Earth, Life & Physical Science (Grades 6-8) Pearson Prentice Hall	July 24, 2007
Science		California Science: Earth, Life & Physical Science (Grades 6 -8) Holt, Rinehart & Winston	July 24, 2007
Science		California Middle School Science Series (Grades 6-8) McDougal Littell	July 24, 2007
History/Social Science		Discovering Our Past California Edition (Grades 6-8) Glencoe/McGraw-Hill	June 27, 2006
History/Social Science		History Alive! California Middle Schools Program Teachers' Curriculum Institute	June 27, 2006
History/Social Science		History-Social Science (Grades K-5) Houghton Mifflin	October 10, 2006

Opportunity and Equal Educational Access

- Yes Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- *EL: Services provided by CELDT trained teacher.
 - *Poor: Services provided by regular classroom teacher through the use of supplemental materials in state adopted programs.
 - *Sp Ed: Services provided through Trinity County Office of Education.
 - *Underperforming: Services provided by regular classroom teacher through state adopted intervention materials.
- Yes Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

- Yes Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- Yes Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

Funding

- Yes Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- Yes Fiscal support (EPC)

Teacher Quality

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2007	2008	2009
Total Number of Teachers	6	8	7
Full Credential (full credential and teaching in subject area)	6	7	6
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Paraprofessionals: All paraprofessionals have met federal criteria for NCLB compliance.
Administrators: The superintendent/principal has met the administrative credential requirements.

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> * All teachers are highly qualified. * All paraprofessionals meet requirements for education. * Student achievement data indicate teacher strength in reading, math, science, and arts. 	<ul style="list-style-type: none"> * A priority for our district is retaining our highly qualified teachers in light of declining enrollments which force teacher layoffs. * The teacher survey indicates a need for further staff development on academic intervention.

<ul style="list-style-type: none"> * New teachers participate in BTSA. * PAR support is available to all teachers. * New administrators participate in AB 430 training. * We have professional collaboration at the district and county level on a regular basis. 	<ul style="list-style-type: none"> * Training is needed on the effects of cultural poverty on academic performance. * There is a need to bring in outside experts to enhance professional collaboration.
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School Safety and Prevention

See Goal 4 for summary.

<p>Conclusions from parents, students, staff, and the SSC regarding the overall effectiveness of the instructional program:</p> <p>1. Strengths: Lewiston Elementary School has highly-qualified, multiple-subject credentialed teachers with a tremendous amount of experience. State adopted materials are available in every content area and grade level. The community is involved in and supportive of the school’s overall program. The school has adequate funding to meet student needs and to provide ongoing professional development for staff. Curriculum and instruction are aligned with state standards. State and local assessments are used to monitor student progress and modify instruction to improve student performance.</p> <p>Meeting performance goals in the following areas: Math, spelling , arts, reading, and comprehension Exceeding performance goals in the following areas: Math, spelling, arts</p> <p>2. Needs: Administrator needs to complete AB430 (scheduled to begin September 2009) in order to effectively serve the school. Teachers and Administrator would benefit from coaches experienced in multi-grade teaching and small school scenarios. An overall master schedule covering all grade levels (K-8) and content areas throughout the year would be beneficial.</p> <p>Not meeting performance goals in the following areas: Reading and comprehension</p>

Descriptions – Program 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 SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

District Mission

The District's mission is to provide a safe environment which promotes academic excellence, responsible citizens, and a life-long desire for learning.

Vision Statement

We, the people of Lewiston Elementary School see to:

- Create a joy for learning that is life-long
- Create a safe and successful environment for learning
- Inspire students to learn through self-expression and discovery
- Develop attitudes that are caring and respectful towards self and community
- Nurture a sense of responsibility to teach and to learn
- Build an appreciation of nature and the arts
- Prepare our students to excel in high school and life
- Maintain cutting edge technology
- Enjoying learning in the present to prepare for the future

School Profile

Lewiston Elementary School is a single school district located in the beautiful and historic village of Lewiston in eastern Trinity County. It serves 99 students in grades kindergarten through eight.

Lewiston Elementary School is implementing curriculum based on the California State Standards. Each year we more closely align curriculum, instruction and assessments to the standards.

The facilities support 4 classrooms, a special education resource room, a music/fine arts room, library/computer lab, cafeteria, school office, gymnasium and extensive playing areas. A state preschool operated by Human Response Network is located on our site.

The district contracts with the Trinity County Office of Education for speech and language therapy, counseling services, psychological services, and school nurse services.

Local Measures of Student Performance

(other than State-level assessments)

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 SSD 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. 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.

Local Measures of Student Performance:

End of chapter tests in state adopted materials and dibels for reading and reading comprehension.

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

<p>SCHOOL GOAL # 1: Annually, increase the percentage of students scoring proficient or advanced on the ELA CSTs according to state benchmarks.</p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal: Schoolwide</p>	<p>TARGETS Anticipated annual performance growth for each group: Schoolwide: 5% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: Grade 2-8 CSTs K-8 Classroom assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: Reading Comprehension Writing strategies Literary Analysis</p>

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The state standards will be used, along with standards-based core curricula. Assessments will be utilized from the standards-based curricula to ensure alignment with state standards.</p>	<p>Teachers Principal 2003-2009</p>	None	--	--
<p>2. Use of standards-aligned instructional materials and strategies: The core curricula are approved by the California Department of Education. Teachers align instruction with the standards, such as by making reference to the standards being taught in lesson plans. Standards are available to every student.</p> <p>Supplemental materials to be used are aligned with content and performance standards as evidenced by standards maps provided by the publishers.</p> <p>Additional instructional staff is provided to reduce teacher to student ratio and increase one on one supplemental instruction in reading/language arts.</p>	<p>Teachers Principal 2003-2009</p> <p>Teachers 2003-2009</p> <p>Teacher/paraeducator Ongoing</p>	<p>Standards based instructional materials</p> <p>"</p> <p>Teacher and paraeducator salaries/benefits</p>	<p>\$ for each new adoption cycle</p> <p>\$</p> <p>Teacher \$ Para \$ Para \$</p>	<p>IMFRP, Lottery, Gen. Fund</p> <p>Schoolwide for supplemental</p> <p>Schoolwide " SBCP</p>
<p>3. Extended learning time: Students not meeting state standards will receive intensive instruction after school.</p>	<p>Teacher Spring 2009</p>	Salaries/benefits	\$	Schoolwide for supplemental

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Students will participate in computer-based learning opportunities on a regular basis that support grade level standards, such as Reading Counts, Skills Tutor, and Microsoft Word.</p> <p>Videos, overhead projectors, and computers/internet will be used to stimulate interest in topics.</p>	<p>Teachers Ongoing</p> <p>Teachers Ongoing</p>	<p>2009: Books Hardware/software</p> <p>See above</p>	<p>\$</p> <p>--</p>	<p>GATE SBCP</p> <p>--</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional development needs are addressed through the curriculum & instruction department at TCOE and workshops are offered such as differentiated instruction, response to intervention, and standards based instruction.</p> <p>New staff will participate in BTSA or other teacher induction programs which have a heavy emphasis on standards-based materials</p> <p>New administrators will participate in AB 430 training, with a module specifically devoted to reading.</p> <p>Student achievement data will be reviewed to determine and plan for staff development needs in reading/LA.</p> <p>Minimum days will provide for professional collaboration.</p>	<p>Instructional staff 2003-2009</p> <p>New Teachers, 2 yr commitment Ongoing New principals 2003-2008</p> <p>Principals, staff Annually</p> <p>Admin/teachers Ongoing</p>	<p>Salaries/benefits Training fee and travel Subs</p> <p>Training costs, subs</p> <p>Training costs and travel</p> <p>None</p> <p>--</p>	<p>\$</p> <p>\$</p> <p>\$</p> <p>\$</p> <p>\$ per participant</p> <p>--</p> <p>--</p>	<p>PAR PD Block grant</p> <p>BTSA</p> <p>AB 430, gen fund</p> <p>--</p> <p>--</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parents will be given info on CELDT/CAHSEE/CAPA/STAR test results & how to interpret them within 30 days of receiving results.</p> <p>Alternate means of communication with parents will include input by mail or phone. Parent conferences and IEP meetings will be held.</p> <p>Home/school communications will take place to promote reading at home.</p>	<p>Teachers/Aides June annually</p> <p>Teachers/principal At least quarterly</p> <p>Principal/monthly May annually</p>	<p>Mailing costs</p> <p>Mailing costs</p> <p>Newsletters</p>	<p>\$</p> <p>\$</p> <p>\$</p>	<p>Gen fund</p> <p>--</p> <p>Gen fund</p>

<p>Additional conferences will be held with parents of underachieving students.</p> <p>Interim reports will be provided to parents of underperforming students.</p> <p>The SARC will be posted to the internet for the school.</p> <p>The SSC will meet to provide input on categorical programs. The SSC is made up of parents, teachers, community members, classified staff, and the principal.</p> <p>Parent involvement opportunities will be provided at school, such as back to school night and parent conferences, to highlight reading/language arts program and review student achievement.</p> <p>Foster Grandparents will be used to provide extra student help.</p>	<p>Teachers/quarterly</p> <p>Teachers/quarterly</p> <p>Principal/May annually</p> <p>SSC Members Monthly</p> <p>Principal 2-3/year</p> <p>Principal Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>Mailing costs</p> <p>Supplies, refreshments</p> <p>Mileage and meals</p>	<p>--</p> <p>--</p> <p>--</p> <p>\$</p> <p>\$</p> <p>\$</p>	<p>--</p> <p>--</p> <p>--</p> <p>Gen fund</p> <p>Schoolwide</p> <p>Schoolwide</p>
<p>7. Auxiliary & support services for students and parents (including transition from preschool, elementary, middle, & high school):</p> <p>Consultation will occur with the preschool and the high school to discuss transitional needs, articulate instruction, and provide opportunities for visitation prior to enrollment.</p> <p>Vertical teaming between pre-K and K, and between 8th and 9th grade teachers will occur.</p> <p>GATE services will be provided to designated and identified students through curriculum enrichment and differentiated instruction in the regular classroom program according to the Trinity County GATE Handbook.</p> <p>Counseling will be provided to students.</p> <p>Homeless students will be admitted and provided with transportation to/from school and access to other services necessary to meet standards, without segregation.</p>	<p>Teachers/principal Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers As needed</p> <p>Counselor As needed Homeless Liaison Principal As needed</p>	<p>None</p> <p>None</p> <p>Supplemental materials Guest instructors</p> <p>Contract with Trinity COE for counselor</p> <p>Transportation costs</p>	<p>--</p> <p>--</p> <p>\$ \$</p> <p>\$ /year</p> <p>\$</p>	<p>--</p> <p>--</p> <p>GATE</p> <p>School safety</p> <p>Gen fund Title IA reservation</p>

<p>All special education students are part of the total school community with equal access to educational, co-curricular, and social activities in our school. Appropriate special education services for each student are determined by the IEP Team. The special education staff (Resource Specialist and instructional aide), Speech and language Specialist, School Psychologist, regular classroom teacher, and administration will work collaboratively to provide an array of educational options to meet the varied needs of all students at our school. The service delivery options for special education staff may include: Direct services, consultation, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, and curriculum and material adaptation. Special education staff may work with students and/or staff in the regular classroom or small group setting.</p>	<p>Regular and sp ed staff Ongoing</p>	<p>Excess special ed costs</p>	<p>\$</p>	<p>Gen fund</p>
<p>8. Monitoring program effectiveness and student learning:</p> <p>Test data and API results will be used to monitor programs and drive changes in instructional practices, when needed.</p> <p>The school has a Single School District Plan. The plan will be reviewed to monitor progress and make revisions.</p> <p>Students' mastery of standards will be monitored by examining student work; re-teaching occurs as needed.</p> <p>Staff will meet to review student and program progress and determine necessary modifications.</p>	<p>Admin and Teachers Ongoing</p> <p>SSC/Board February for revisions May for coming year Teachers Ongoing</p> <p>Principal, Teachers, Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>

<p>9. Targeting services and programs to lowest-performing student groups: Direct instructional methods and other means of intervention will be utilized for reading.</p> <p>Motivational strategies will be used to improve student performance on tests and assessments.</p> <p>State adopted assessment programs will be used with students behind in reading to identify specific learning needs.</p> <p>Targeted intervention will occur individually and in small groups for underperforming students based on assessment results and using state adopted intervention materials.</p> <p>Additional instructional staff is provided to reduce teacher to student ratio and increase one on one supplemental instruction in reading/language arts.</p>	<p>Teachers Ongoing for students behind in reading</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers/paras Ongoing</p> <p>Teacher/paraeducator</p>	<p>None</p> <p>None</p> <p>Assessment materials</p> <p>Intervention materials</p> <p>See above</p>	<p>--</p> <p>--</p> <p>\$ during adoption cycle</p> <p>\$ during adoption cycle</p> <p>--</p>	<p>--</p> <p>--</p> <p>School block grant IMFRP, Lottery</p> <p>School Block grant IMFRP, Lottery</p> <p>--</p>
<p>10. Any additional services tied to student academic needs:</p> <p>The school will provide a reading incentive program to promote independent reading, with book giveaways.</p> <p>Music instruction will be provided to students based on research correlating what children learn in music with improved reading ability.</p>	<p>Teachers/principal Ongoing</p> <p>Music instructor 1/week</p>	<p>Supplies, books</p> <p>Contract with Trinity COE for music teacher</p>	<p>\$</p> <p>\$</p>	<p>General fund</p> <p>SBCP</p>

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

<p>SCHOOL GOAL # 1: Annually, increase the percentage of students scoring proficient or advanced on the Mathematics CSTs according to state benchmarks. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal: Schoolwide</p>	<p>TARGETS Anticipated annual performance growth for each group: Schoolwide: 3% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: Grade 2-8 CSTs K-8 Classroom assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: Algebra Number sense Statistics, data analysis, probability</p>

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

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The state standards will be used. The court school and special ed programs use standards-based core curricula. Assessments will be utilized from the standards-based curricula to ensure alignment with state standards. Instruction will be based on these materials.</p>	<p>Teachers Principal Curriculum Director 2003-2009</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The core curricula to be used at the elementary level are approved by the California Department of Education. Supplemental materials to be used are aligned with content and performance standards as evidenced by standards maps provided by the publishers. Teachers align instruction with the standards, such as by making reference to the standards being taught in lesson plans. Standards will be posted in every room.</p> <p>Supplemental materials to be used are aligned with content and performance standards as evidenced by standards maps provided by the publishers.</p> <p>Additional instructional staff is provided to reduce teacher to student ratio and increase one on one supplemental instruction in reading/language arts.</p>	<p>Teachers Principal Curriculum Director 2003-2009 Teachers Ongoing Teacher/paraeducator Ongoing</p>	<p>Standards based instructional materials See above See above</p>	<p>\$ /adoption cycle -- --</p>	<p>IMFRP, Lottery, Gen. fund, School Block Grant -- --</p>
<p>3. Extended learning time:</p> <p>Students not meeting state standards will receive intensive instruction after school.</p>	<p>Teachers Spring 2009</p>	<p>Listed above</p>	<p>--</p>	<p>--</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Computers will be available in every classroom in sufficient numbers to allow reasonable student access during the school day.</p> <p>Internet-based projects aligned with state standards will be incorporated into the learning program.</p> <p>Standards-based math software and programs will be used.</p>	<p>Teacher/Principal Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p>	<p>Listed above</p> <p>None</p> <p>Software</p>	<p>--</p> <p>--</p> <p>\$</p>	<p>--</p> <p>--</p> <p>School Block Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Staff will participate in the TCOE consortium for staff development, including vertical teaming, grade-level groups, and workshops pertaining to math.</p> <p>New staff will participate in BTSA, which has a heavy emphasis on standards-based materials.</p> <p>Administrators will participate in AB 430 training, with a module specifically devoted to math.</p> <p>Student achievement data will be reviewed to determine and plan for staff development needs in mathematics.</p> <p>Minimum days will provide for professional collaboration.</p>	<p>Curriculum Dir., admin. Teachers 3-5 times/year</p> <p>Teachers 2 yr. commitment</p> <p>Administrators 2003-2010</p> <p>Admin Annually</p> <p>Instructional staff/principal-ongoing</p>	<p>See above</p> <p>Listed above</p> <p>Listed above</p> <p>None</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents will be given info on CELDT & STAR test results & how to interpret them w/in 30 days of receiving results.</p> <p>The SSC will meet to provide input on categorical programs. The SSC is made up of parents, teachers, community members, classified staff, and the principal.</p>	<p>Teachers Annually</p> <p>SSC 8-10 times/year</p>	<p>Listed above</p> <p>“ “</p>	<p>--</p> <p>--</p>	<p>--</p> <p>--</p>

<p>The SARC will be posted to the internet.</p> <p>Additional conferences will be held with parents of underachieving students.</p> <p>Interim reports will be provided to parents of underperforming students.</p> <p>Home/school communications will take place to promote practicing math at home.</p> <p>Parent involvement opportunities will be provided at school, such as back to school night and parent conferences, to highlight math program and review student achievement.</p>	<p>Principal May annually</p> <p>Teachers Quarterly</p> <p>Teachers Quarterly</p> <p>Principal Monthly</p> <p>Principal 2-3/year</p>	<p>None</p> <p>None</p> <p>None</p> <p>Listed above</p> <p>Listed above</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>
<p>7. Auxiliary services & support for students and parents (including transition from preschool, elementary, middle & high school):</p> <p>Consultation will occur with the preschool and the high school to discuss transitional needs, articulate instruction, and provide opportunities for visitation prior to enrollment.</p> <p>Vertical teaming between pre-K and K, and between 8th and 9th grade teachers will occur.</p> <p>GATE services will be provided to designated and identified students through curriculum enrichment and differentiated instruction in the regular classroom program according to the Trinity County GATE Handbook.</p> <p>Counseling will be provided to students.</p> <p>Homeless students will be admitted and provided with transportation to/from school and access to other services necessary to meet standards, without segregation.</p> <p>All special education students are part of the total school community with equal access to educational, co-curricular, and social activities in our school. Appropriate special education services for each student are determined by the IEP Team. The special education staff (Resource Specialist and instructional aide), Speech and language Specialist, School Psychologist, regular</p>	<p>Principal Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Counselor As needed</p> <p>Homeless Liaison Principal, Bus Driver</p> <p>Regular and sp ed staff Ongoing</p>	<p>None</p> <p>None</p> <p>Listed above</p> <p>Listed above</p> <p>Listed above</p> <p>Listed above</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>

<p>classroom teacher, and administration will work collaboratively to provide an array of educational options to meet the varied needs of all students at our school. The service delivery options for special education staff may include: Direct services, consultation, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, and curriculum and material adaptation. Special education staff may work with students and/or staff in the regular classroom or small group setting.</p>				
<p>8. Monitoring program effectiveness and student learning:</p> <p>Test data and API results will be used to monitor programs and drive changes in instructional practices, when needed.</p> <p>The school has a Single School District Plan. The plan will be reviewed to monitor progress and make revisions.</p> <p>Students' mastery of standards will be regularly assessed by examining student work; re-teaching occurs as needed.</p> <p>Staff will meet to review student and program progress and determine necessary modifications.</p>	<p>Teachers/admin Ongoing</p> <p>SSC/Board February for revisions May for coming year</p> <p>Teachers Ongoing</p> <p>Teachers/Principal Twice a year</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The teacher will utilize direct instructional methods and other means of intervention for math.</p> <p>The teacher will implement motivational strategies to improve student performance on tests and assessments.</p> <p>State adopted assessment programs will be used with students behind in math to identify specific learning needs.</p> <p>Targeted intervention will occur individually and in small groups for underperforming students based on assessment results and using state adopted intervention materials.</p> <p>Additional instructional staff is provided to reduce teacher to student ratio and increase one on one supplemental instruction in math.</p>	<p>Teachers/aide Ongoing</p> <p>Teacher/Aide Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers/paras Ongoing</p> <p>Teachers/para</p>	<p>None</p> <p>None</p> <p>Assessment materials</p> <p>Intervention materials</p> <p>See above</p>	<p>--</p> <p>--</p> <p>\$1000 during adoption cycle (2008)</p> <p>\$1000 during adoption cycle (2008)</p> <p>--</p>	<p>--</p> <p>--</p> <p>School Block Grant, IMFRP, Lottery, Gen fund</p> <p>School Block Grant, IMFRP, Lottery, Gen fund</p> <p>--</p>

<p>10. Any additional services tied to student academic needs:</p> <p>An incentive program will be implemented to encourage development of math skills.</p> <p>Music instruction will be provided to students based on research correlating what children learn in music with success in math.</p>	<p>Teachers Ongoing</p> <p>Music instructor 1/week</p>	<p>Listed above</p> <p>Listed above</p>	<p>--</p> <p>--</p>	<p>--</p> <p>--</p>
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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.*

<p>SCHOOL GOAL # 1 Annually increase the number of students scoring proficient or advanced on the ELA CSTs. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Grade levels to participate in this goal: Schoolwide</p>	<p>TARGETS Anticipated annual performance growth: Schoolwide: 5% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: Grade 2-8 CSTs K-8 Classroom assessments K-8 District/School writing assessment K-8 Curriculum embedded assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: Reading Comprehension Writing Strategies Literary Analysis</p>

<p>SCHOOL GOAL # 2 Annually increase the number of students scoring proficient or advanced on the Mathematics CSTs. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal: Schoolwide</p>	<p>TARGETS Anticipated annual performance growth for each group: Schoolwide: 5% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: <i>Grade 2-8 CSTs</i> Classroom assessments District/School benchmark assessments Curriculum embedded assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: Algebra Number sense Statistics, Data Analysis, Probability</p>

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p><i>The school provides programs incorporating the ELD to help students learn English and SDAI in English to help students master the State Academic Content Standards.</i></p>	<p>Teacher Ongoing</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p><i>Fund money will be used to provide instructional materials for ELD and materials designed to help ELs access the core curriculum. All students including all LEP students will participate in the statewide assessment program, including the CST to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to individual LEP students to determine whether they have made adequate yearly progress. Results can not be publicly reported due to small numbers. The CELDT will be used for initial assessment and administered annually to measure LEP students' progress towards English proficiency.</i></p>	<p>Principal Annual eval /w mid-year review</p>	<p>None</p>	<p>--</p>	<p>--</p>

	<p>3. How the SSD will promote parental and community participation in LEP programs: <i>The school will invite parents of LEP students to serve on advisory committees and to attend twice yearly meetings to discuss and evaluate programs and services.</i></p>	Principal Twice/year	None	--	--
	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects <p><i>The state adopted Reading/Language Arts core curriculum will be used, with students mainstreamed.</i></p>	Teachers Ongoing	None	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p>	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <p><i>Teachers participate in SB395 or CLAD training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of LEP students. As needed, teachers will participate in ongoing (2003-08), sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners. Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners. Principals will attend ongoing (2003-08) staff development in the most effective instructional strategies for accelerating the achievement of English Learners.</i></p>	<p>Teachers/principal As indicated</p>	<p>Training costs</p>	<p>\$500/year per employee</p>	<p>PD Block Grant</p>
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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade program objectives and effective instructional strategies, if applicable: <i>Yes, the training for principals and teachers described previously is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</i>	Teachers/principal as needed	See above	--	--
	2. Any: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <i>EL students will be provided with additional instruction to learn English</i>	Teachers	Rosetta Stone program	\$443	EIA/LEP
	3. How programs for English Learners are coordinated with other relevant programs and services				
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children: <i>Yes, all programs and services for LEP students are focused on improving their English proficiency and academic achievement, as described above.</i>	Teachers Ongoing	See above	--	--
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <i>The school provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.</i>	Teachers Ongoing	None	--	--

	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p><i>The acquisition of educational technology will take place. Great effort will take place to access electronic networks for LEP students. Efforts to incorporate all resources into LEP curricula will take place.</i></p>	Principal 2008	See above	--	--
	7. Other activities consistent with Title III or EIA/LEP funds				

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

	Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ol style="list-style-type: none"> 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child h. information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 				

<p>a-b. The CELDT is administered within 30 days of enrollment to students whose first three answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners who score at the beginning to early intermediate on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the intermediate to early advanced levels are placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement.</p>	<p>Teachers Within 30 days of enrollment</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>c. The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program.</p>	<p>Teachers Within 30 days of receiving results</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>d. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student's counselor and teachers for use in instructional planning.</p>	<p>"</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>e. The descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.</p>	<p>Teachers Within 30 days of enrollment</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>f. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, and the CAHSEE for each year in the program.</p>	<p>"</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP.) IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</p>	<p>Teachers As needed</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>h. The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>	<p>Teachers Within 30 days of receiving results</p>	<p>None</p>	<p>--</p>	<p>--</p>

<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school 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><i>Parents are provided all of the above information again at the beginning of the school year. Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</i></p>	<p>Teachers Beginning of School Year</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <p><i>If the school does not make adequate yearly progress on the annual measurable objectives, the school will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</i></p>	<p>Teachers Within 30 days of notice</p>	<p>None</p>	<p>--</p>	<p>--</p>

Plans to Provide Services for Immigrants—Not applicable; the district does not receive Title III funds.

<p><u>IF</u> the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:</p>		<p>Persons Involved and Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Allowable Activities</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>N/A</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>N/A</p>			
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p>	<p>N/A</p>			

	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	N/A			
	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.	N/A			
	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.	N/A			
	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.	N/A			

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

SCHOOL GOAL # 1 :

Annually and upon hire, all instructional staff will meet highly qualified requirements; new administrators will actively work toward a clear administrative credential according to the allowable time frame of 5 years for Tier I and 5 years for the clear credential .

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:

Schoolwide

TARGETS

Anticipated annual performance growth for each group:

Instructional staff already meets highly qualified requirements.

Administrator: Annual completion of at least one semester of administrative training

MEASURES

Means of evaluating progress toward this goal:

All instructional staff, including new hires, will continue to meet highly qualified requirements.

The administrator will make annual progress toward completion of the administrative training requirements and will have a Tier I credential by 2012 and a clear administrative credential by 2017.

INDICATORS

Data to be collected to measure gains:

CBEDS staff report

Administrative credential

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All content related professional development is standards based. TCOE will conduct a professional needs assessment of teachers, principals, and instructional aides to assess progress toward meeting staff requirements. Trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards will be reviewed to determine areas of need for professional development.</p>	<p>Curriculum Director Aides, Teachers, Principals</p> <p>Annually</p>	<p>Curriculum support</p>	<p>\$40/teacher</p>	<p>Gen 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> <p>Staff will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Research-based resources are provided to staff for on-site use by the curriculum department. Staff will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.</p>	<p>Curriculum Director District Administrators and Teachers</p> <p>Annually</p>	<p>Registration and travel stipends Subs</p>	<p>Listed above</p>	<p>--</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, positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and assessing the impact of professional development, staff will concentrate on the following: (1) How well does it focus on students meeting standards through the use of state-adopted standards-based materials and formative assessments? (2) How well aligned is professional development to the instructional work of teachers? (3) To what degree is the system built on student academic and cultural needs? (4) How well do selected professional development resources apply to particular under-performing student populations? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? Intervention programs will be used with underperforming students that have research based documented effectiveness. (6) On what evidence are PD needs based (assessment data, etc.)?</p> <p>Strategies will be provided to parents and staff on eliminating discrimination, bias, social-emotional skill building, negative effects of poverty on achievement, and bullying/harassment through written materials and professional development sessions.</p>	<p>Curriculum Director Principal Teachers</p> <p>Annually</p> <p>Principal/ Curriculum Director Annually</p>	<p>Listed above</p> <p>None</p>	<p>--</p> <p>--</p>	<p>--</p> <p>--</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> <p>The principal will ensure that professional development activities are coordinated to address needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the students in their classes. Classroom management, interventions, working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. Administrators will meet to coordinate professional development days county wide.</p>	<p>Curriculum Director Administrators Teachers</p> <p>Annually</p>	<p>None</p>	<p>--</p>	<p>--</p>

<p>5. The professional development activities that will be made available to teachers & principals & how the LEA will ensure that professional development needs of teachers and principals will be met:</p> <p>Teacher survey results will be reviewed to determine matches with identified gaps in student learning.</p> <p>Teachers will be provided with resources for effective use of collaboration time focused on coordinating the teaching and assessing of standards in the subject matter areas of most needed improvement.</p> <p>Regularly scheduled time will be set aside for teacher collaboration and professional dialog to focus on selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching.</p> <p>Staff development days will focus on practicing core research-based instructional methods and effective implementation of remedial materials in areas of most needed improvement.</p> <p>Professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of low-performing students.</p>	<p>Curriculum Director Annually</p> <p>Curriculum Director Ongoing</p> <p>Admin/teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Principal Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>See above</p> <p>Listed above</p>	<p>--</p> <p>--</p> <p>--</p> <p>See above</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: Title IIA and IID funds are REAPed 100% into Title V.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</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.): Title IIA and IID funds are REAPed 100% into Title V.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</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: * Staff determines professional development needs according to student learning needs via meetings, discussion, and data review.</p>	<p>Teacher, admin Annually</p>	<p>None</p>	<p>--</p>	<p>--</p>

<p>Parents and staff provide input at SSC meetings on professional development and the SSD.</p>	<p>SSC Twice/year</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> * Teach & address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, those who are gifted & talented), and students with limited English proficiency; * Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; * Involve parents in their child’s education; and * Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration time and staff development days will be focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Staff development days include: Differentiated instruction Assisting in instruction Reading and math intervention strategies Cultural poverty influences on student achievement & working with parents Paraprofessional training on standards Reading in the content areas NCLB compliance issues Writing across the curriculum Edusoft (technology) Working with English Language Learners Behavior management Social-emotional skill development CELDT CLAD Data analysis Teacher and admin training</p>	<p>Curriculum Director Teachers Administrators Aides</p> <p>Ongoing</p>	<p>See above</p>	<p>--</p>	<p>--</p>
<p>10. How the LEA will use funds to meet requirements of Section 1119: Not applicable (Title IIA funds are REAPed into Title VA).</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</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.*

Lewiston Elementary School Reaps (moves) 100% of Title IVA funds into Title IA and declines TUPE. Therefore, the Goal 4 strategies do not technically need to be implemented.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the SSD’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 SSD’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
Counseling provided Positive, supportive school climate Small class size and more individualized assistance Services provided by high school to support transition and passage of CAHSEE	More positive transition to high school Meaningful participation; counseling/support Peer pressure to use drugs; alcohol use/drinking and driving; tobacco use; marijuana use Fence needs repairs

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the SSD 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 SSD’s code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<p><i>Goal: The school is a safe, healthy, clean, and welcoming place.</i></p> <p>(From 5/4/06 SSC meeting):</p> <ol style="list-style-type: none"> 1. Support transition activities from 8th to high school, such as having a mentor for each child 2. Activity bus 3. Provide additional positive activities 4. Support socialization opportunities with other schools <p>Other Strategies:</p> <ol style="list-style-type: none"> 1. Enforce a weapons and substance-free campus policy. 2. Participate in any required California Department of Education evaluations. 3. Provide integrated, comprehensive substance abuse and violence prevention instruction for

all students.

4. Provide disaster preparedness training and practice for all staff and students.
5. Offer information about community-based programs and activities throughout our school community
6. SSC annually reviews and updates the school safety plan, with board approval by March 1.
7. Provide children with a safe and healthy environment.
8. Provide access to community agencies when safety is compromised.
9. Contact appropriate agencies when student safety is an issue
10. Provide students with positive alternatives to violence and substance abuse.
11. Encourage staff to participate in county trainings on substance abuse prevention instruction.
12. Provide counseling
13. Repair fence
14. Provide parent workshops

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 SSD’s strengths and needs related to preventing risk behaviors.

This data is for Trinity County.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • 7th-8th strengths ('05 vs '07): <ul style="list-style-type: none"> - 90% + of classes received prevention program - 30 day cigarette, chew, & alcohol use declined - More students think frequent cigarette use is harmful - Lifetime cigarette use down; better than state - 30 day smoking & marijuana on school property down - School assets (strengths) increased for 8th - Four fifths of students exercise regularly - Three fourths of students eat breakfast daily - Most students make healthy choices - Youth clearly feel that frequent use of substances is harmful - Most of our students feel safe or very safe at school 	<ul style="list-style-type: none"> • 7th-8th concerns ('05 vs. '07): <ul style="list-style-type: none"> - About a third of students report fighting on campus in the past year - One third of 7th graders report having been afraid of being beaten up on school property in past year, up from one fifth - 30 day substance use increases significantly at 8th - Too many students experienced sad, hopeless feelings in the past year - Many students report driving/riding with someone under the influence during their lifetime - Too many students report having been offered illegal drugs on school property; higher than state - Recent/lifetime alcohol use significant- more than state - Too many students are being harassed, bullied, and/or teased on school property; higher than state - Youth need more caring relationships and more opportunities for meaningful participation in schools

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

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

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

The SSD 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 (data is for Trinity County):

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th 7 %	5 th — % 7 th 6 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 2 % 9 th — % 11 th — %	7 th 1 % 9 th — % 11 th — %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th 13 %	5 th — % 7 th 11 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 12 % 9 th — % 11 th — %	7 th 10 % 9 th — % 11 th — %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 5 % 9 th — % 11 th — %	7 th 4 % 9 th — % 11 th — %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th 30 % 7th — % 9th — % 11th — %</p>	<p>5th 34 % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 34 % 9th — % 11th — %</p>	<p>7th 30 % 9th — % 11th — %</p>
<p>Truancy Performance Indicator Data is for Lewiston Elementary School for 06-07</p>		
<p>The percentage of students who have been truant will decrease annually by ___n/a___ 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>0%</p>	<p>0 %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: _/_/_ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th 48 % 9th — % 11th — %</p>	<p>5th — % 7th 52 % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th 63 % 9th — % 11th — %</p>	<p>5th — % 7th 67 % 9th — % 11th — %</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th — % 7th 16 % 9th — % 11th — %</p>	<p>5th — % 7th 20 % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th — % 7th 50 % 9th — % 11th — %</p>	<p>5th — % 7th 54 % 9th — % 11th — %</p>

Other Performance Measures

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

None

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.

Life Skills	ATOD focus	Grades 6-8	Population size: 6
	Purchase: Fall '06	Training: Fall '06	Start Date: Fall-Spring '05
Second Step	Safety/Violence	Grades 3-5	Population size: 4
	Purchase: Winter '07	Training: Winter '07	Start Date: Spring '08

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	ATODV	K-8
	Conflict Mediation/Resolution		
x	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
x	Positive Alternatives	ATODV	K-8
x	School Policies	ATODV	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
x	Parent workshops	ATODV	K-8
	Youth Development, Caring Schools Caring Classrooms, other activities		

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

The LEA may – but is not required to – designate and list the promising or favorable programs: None

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

None

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 SSD’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Input (based on needs assessment information—Healthy Kids Survey, school data on suspensions/expulsions, and observations) from parents, staff, students, community members, and agencies were used to develop priority goals and strategies as part of a 3 year plan. The rate of substance use is significant and is higher than the state in some areas. Life Skills was chosen because the research shows it to have the greatest reduction in substance using behaviors compared to other programs.

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

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD’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 Local Coordinating Council (LCC), with input from staff, students, and parents, will annually review progress on the Three Year Prevention Plan at an LCC meeting. Modifications to the plan will be made by the group based on updated data, observations, and other local indicators. The California Healthy Kids Survey will be administered every other year to 7th grade students at Lewiston Elementary School for inclusion in the County-wide report.

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.

11/07 Newspaper article on Healthy Kids Survey results and progress toward attaining performance measures

11/07 LCC reviews Survey results and determines if any goals or strategies need to be revised; annual review occurs

11/07 Students and SSC make recommendations on what the school should address in the Three Year Prevention Plan

12/07-6/10 School implements selected strategies and annually reviews progress

4/08 SSC reviews progress on strategies and decides if Life Skills will be recommended for adoption by the Board

5/08 Healthy Kids Survey results and progress reported publicly at the School Board meeting

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

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

100% of Title IVA funds are Reaped to Title IA

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.

The Local Coordinating Council (LCC) includes school administrators, the Tobacco Education Program, the County Office of Education's Tobacco Use Prevention Education and Safe & Drug Free Schools and Communities programs, agencies, Behavioral Health's Safe and Drug Free Schools and Communities program, law enforcement, parents, students and others. The LCC meets quarterly to coordinate efforts and determine priorities.

The school coordinates the use of School Safety funds with the School Safety Plan through the SSD, with goals, strategies and expenditures.

School Safety Action Plan

I. Social Environment—

Goal: Promote school safety through educational awareness and a disciplined school environment.

Objective for Change: Increase awareness of students, staff, and parents regarding school emergency procedures by December 2010.

1. Related activities:
 - Invite Fire Department, Sheriff, Forest Service, and Game Warden to give presentations to students, staff, and parents.
2. Resources needed:
 - Scheduling of presentations
3. Persons responsible for implementation:
 - Principal
4. Time implementation: Complete activities by the end of 2010 school year

Objective for Change: Staff and parents will become better informed and able to implement positive discipline strategies using Love and Logic by March 2011.

1. Related activities:
 - Presentations will be given
 - Information will be placed in the Back-To-School packets
 - Strategies will be discussed at Back-To-School Night
2. Resources needed:
 - Scheduling of presentations
 - Information packets
3. Persons responsible for implementation: Principal, teachers
4. Time implementation: Complete activities by March 2011

II. Physical Environment--

Goal: Enhance physical environment and improve safety of grounds.

Objective for Change: Field will be safer and more conducive for student and community use by June 2011.

1. Related Activities: Baseball field will be completed
2. Resources needed:
 - Contractor
 - Funding sources
3. Persons responsible for implementation: Principal
4. Time implementation: Complete activities by the end of the 07-08 school year

Supplemental Counseling Grant Plan and Budget (7th-8th) SACS Code 7080

Gretchen get copy from Denise Squires

SCHOOL GOAL: Prepare students for success at the high school level with a focus on passing the California High School Exit Exam (CAHSEE) and graduating with their class.				
Student groups and grade levels to participate in this goal: All 7 th and 8 th grade students, with additional requirements for 7 th -8 th grade pupils deemed academically at-risk.		Anticipated annual performance growth for each group: 1. Students below grade level in English/Language Arts will increase achievement by at least six months annually & will advance similarly towards proficiency on the California Standards Test (CST) 2. Students below grade level in Mathematics will increase achievement by at least six months annually and will advance similarly towards proficiency on the CST		
Means of evaluating progress toward this goal: School team consisting of principal, counselor, and 7/8 teacher will review data annually to determine progress toward objectives by individual students and by grade level groupings of students.		Group/individual data to be collected to measure academic gains: 1. Report card grades 2. Performance on standards based assessments 3. California Standards Test		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Items 1-6 relate generally to the counselor duties.</p> <p>1. For all 7th and 8th grade students:</p> <p>A. A review of the pupil's academic and deportment records will be conducted.</p> <p>B. A PPS counselor will meet with students (may be a group meeting) and their parents/ guardians if practicable, to explain:</p> <ul style="list-style-type: none"> * Academic & deportment records, including performance on standardized & diagnostic assessments * Educational options (include college prep, post secondary education, vocational programs, career technical education, etc) * Coursework & academic progress needed to successfully transition to high school & meet all graduation requirements (copy will be given to pupil/parent & placed in cum) * CAHSEE requirement & consequences of not passing <p>C. Pupils will be identified who are at risk of not graduating with their class, not earning credits at a rate that will enable them to pass the CAHSEE or not possessing sufficient training to allow them to fully engage in a chosen career.</p> <p>2. In addition to the above--For at risk 7th grade students (at far below basic level in English Language Arts or Mathematics on CST as 6th graders):</p> <p>A. The school will develop a list of coursework & experience necessary to: 1) Assist each pupil to successfully transition to high school & meet all graduation requirements, including passing the high school exit exam, and 2) meet</p>	<p>Sept-May</p> <p>“</p> <p>Prior to conferences</p> <p>Prior to January</p>	<p>Counselor</p> <p>“</p> <p>“</p> <p>“</p>	<p>\$5000</p> <p>“</p> <p>“</p> <p>“</p>	<p>Supplemental Counseling Grant</p> <p>“</p> <p>“</p> <p>“</p>

<p>admission requirements for UC and CSU. Copies to be given to pupil & parent & one placed in cum.</p> <p>B. A PPS counselor will meet with each identified pupil individually & their parents/guardians to apprise them of the following:</p> <ul style="list-style-type: none"> * The consequences of not passing the CAHSEE * The available programs, courses, and career technical education options needed by the pupil for satisfactory completion of middle or high school * The cumulative records and transcripts of the pupil * The pupil's performance on standardized and diagnostic assessments * The remediation strategies, high school courses, and alternative education options available to the pupil * Information on postsecondary education and training * The pupil's score on the English language arts or mathematics portion of the California Standards Test administered in grade six, as applicable * Opportunities to increase meaningful participation & connectedness, including the After School Program, Club Live, community clubs, etc. <p>**If sufficient resources are available, services under item #2 will also be provided to 8th grade students.</p> <p>3. The counselor will complete/submit a report to CDE.</p> <p>4. The counselor will participate in a vertical team planning meeting with other school counselors to develop social & academic transition strategies.</p> <p>5. The counselor will participate in professional development, including Why Try, Asset Dev., SST, etc.</p> <p>6. If feasible, the counselor or other staff will use Why Try? with identified students to build social/emotional skills, increase academic achievement, & increase likelihood of graduating, individually or in groups.</p>	<p><u>Prior to January</u></p> <p>Annually TBD</p> <p>February, annually August-June</p> <p>Jan-May</p>	<p>“</p> <p>--</p> <p>Mileage reimbursement</p> <p>Registration fees</p> <p>Why Try? curriculum</p>	<p>“</p> <p>--</p> <p>\$20</p> <p>\$300/year</p> <p>\$500 Kit \$111/10 journals</p>	<p>“</p> <p>--</p> <p>Schoolwide/lottery, or general fund</p> <p>Professional Dev.</p> <p>Schoolwide, lottery, or general fund</p>
<p>All 8th grade students will participate in a full day visitation to the high school (teacher as chaperone).</p>	<p>May, annually</p>	<p>Substitute Teacher</p>	<p>\$100</p>	<p>General Fund</p>
<p>Homework help & additional instruction will be provided after school.</p>	<p>Spring</p>	<p>Staff/ Materials</p>	<p>\$800</p>	<p>Schoolwide</p>
<p>Student Study Team will meet to address the needs of pupils identified as at-risk.</p>	<p>Within 45 days of I.D.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Remedial instruction will be provided for identified students by the teacher/para-educator during the regular school day.</p>	<p>Sept-May</p>	<p>None (part of regular duties)</p>	<p>n/a</p>	<p>n/a</p>

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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>).

	Description of how the SSD is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. School wide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs and for middle school students in transitioning to high school. 	<p>The comprehensive needs assessment will include student achievement data, an annual parent survey, teacher, administrator, and SSC input, use of the APS (Academic Program Survey), and California Healthy Kids Survey data. The administrator will compile information and present to the SSC for analysis, evaluation of program effectiveness, and recommendations on program changes. School wide reform strategies, based on the needs assessment, will include:</p> <ul style="list-style-type: none"> Academic assistance after school for 8 weeks in spring. Continue providing preschool to prepare children for Kindergarten. Music for all students based on research correlating what children learn in music with improved reading ability and success in math. <p>See other sections of the plan for additional information on strategies and professional development.</p> <ol style="list-style-type: none"> 1. Parent surveys are conducted once a year. 2. Parents are encouraged to participate in school activities. 3. A monthly newsletter provides information on ways to support their child. 4. Homework assignments encourage parents to be actively involved in their children's learning <ol style="list-style-type: none"> 1. Preschoolers will attend Kindergarten Round-up in May prior to enrollment in Kindergarten. 2. Preschoolers will have a visitation day in the Kindergarten class in May prior to enrollment in Kindergarten. 3. Transition meeting held for parents of preschoolers in May to introduce them to transition needs and contents of a transition backpack, which preschoolers receive at preschool graduation. 3. Kindergarten teacher will attend county articulation meetings with the local preschool teachers at the County Office of Education to coordinate state standards and expectations.

<ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ol style="list-style-type: none"> 4. Middle grade teachers will attend articulation meeting when scheduled with high school teachers at the County Office of Education to coordinate state standards and expectations. 5. Eighth graders will attend the August High School Orientation Day. 6. Eighth will be given a math placement test prior to enrollment in High School. (March) 7. Eighth grade teacher will recommend students who should be placed in Honors English. 8. Peer helpers and high school counselors will hold a parent/student orientation night at the elementary school in the spring before enrollment. 9. High School will invite eight grade students and their parents to attend the spring High School Open House night. 10. High School counselors will hold pre-enrollment conference sessions for eighth graders at our school. <p>An additional part time teacher and paraeducator are employed to decrease the teacher to student ratio in the classrooms. Instructional staff is then able to provide small group and individualized targeted instruction in the regular classroom setting. After school intensive intervention / instruction is provided by classroom teachers for 8 weeks in the spring. Research based methods and materials are used in the intensive intervention program.</p>
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	<p>N/A</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>District Liaison: Cydney Cooper Funding: 1% of Title IA funds reserved for homeless The liaison will ensure that homeless children are identified, enrolled immediately, have full and equal access to all programs, are assisted with educational placement if unaccompanied, allowed to attend school of origin, have transportation to school if needed, signed up for free school meal program. Parents will be notified of rights and those rights will be posted in the school office. The liaison will mediate enrollment disputes, assist children who need immunizations, collaborate with other entities, provide outreach materials where homeless children may be, provide awareness activities for school staff annually.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none">• Assistance in developing, revising, and implementing the school plan.• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD 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."

	Description of how the SSD is meeting or plans to meet this requirement:
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.	N/A
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD 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 in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Title IIA funds are Reaped into Title IA for more effective use of small amounts of funding. See Professional Development section above for details on the school's plan for staff development.
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	<ol style="list-style-type: none"> 1. Parent- Teacher - Student Compacts are agreed upon annually 2. Parent Teacher Conferences are held twice a year 3. Standards based report cards are provided to parents at the end of each trimester 4. STAR test results are reported annually to parents 5. The School Accountability Report Card is updated annually ; available on the Internet 6. Parents are given a handbook outlining grade level standards for their children's grade placement. 7. Parents are notified that they can request teacher qualifications. (Notify if not highly qualified) 8. SSC members are provided with orientation to their role and responsibilities and SSD requirements. 9. Annually review parent involvement policy with parents to determine if parent involvement plan increased the academic quality of the school.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services 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.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed in the SSD Plan to determine if all active programs have been addressed.</p>	<p>Title IIA, Title IVA, and Title VA are Reaped (moved) into Title IA. Furthermore, Title IA is used School Wide to serve all students. School Library Improvement and EIA are combined under School Based Coordinated Program, again to serve all students. In this way, we are making the most of small amounts of money by combining funding sources to the extent practicable and by using the resources to serve all students. Other program funding sources listed on page 11 are included in this plan and coordinated so that all efforts are directed to improvements in student academic achievement and a safe, supportive learning environment.</p> <p>The SSC serves as the School Advisory Committee (approved August 20, 2008), being approved to do so by the School Advisory Committee every two years for the purpose of advising the school on the State Compensatory Education Program (Title IA and EIA/SCE).</p> <p>The SSC serves as the Safety Committee for the purpose of reviewing and updating the School Safety Plan annually, with Board approval by March 1.</p> <p>The school will coordinate Schoolwide efforts to improve Reading/language Arts achievement with Reading First Grant:</p> <p>The Lewiston Elementary School is dedicated to providing the best possible library for our K-8 two-teacher school. Our collection reflects the varied and diverse interests and aptitudes of our students including a wide range of reading levels. We endeavor to provide quality and updated materials which meet the needs of our rural and isolated school population. Our collection includes county library books, paperbacks, classics, encyclopedias, resource tools in science and social studies, and technology resources which are housed and maintained conveniently so students have ready access to them. Students are encouraged and supported toward frequent use of library materials for research and recreational learning and enjoyment. Our school is committed to further enhancing our library as funds become available.</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

ASSURANCES

To assure the SSD'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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill 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 SSD 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. Develop and implement 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 the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary 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 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through 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 the school to determine whether it is 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. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. 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.
31. 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.
32. 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 SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).
- The SSD 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 SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD 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 SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, 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 SSD 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 SSD has a plan for keeping the school 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 SSD 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 SSD 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, teachers and administrative personnel, 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 SSD.

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

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

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

Duncan Hobbs
Print Name of Superintendent


Signature of Superintendent

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 SSD 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>
- Guide and Template for the Single Plan for Student Achievement
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
- Guide and Template for the Local Educational Agency Plan
<http://www.cde.ca.gov/nclb/sr/le/>