

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

**California Department of Education
 School and District Accountability Division
 1430 N Street, Suite 6208
 Sacramento, California 95814 - 5901**

LEA Plan Information:

Local Educational Agency (LEA):	South Fork Union School District
County/District Code:	15-63788
Dates of Plan Duration: <i>(should be five - year plan)</i>	2013-2018
Date of Local Governing Board Approval:	Feb. 13, 2014

LEA Information:

Superintendent:	Robin Shive
Address:	5225 Kelso Valley Rd.
City, State Zip:	Weldon, CA 93283
Phone:	760-378-4000
Fax:	760-378-3046

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.

Robin Shive	Feb. 13, 2014	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Dale Creighton	Feb. 13, 2014	
Printed or typed name of Board President	Date	Signature of Board President

**Local Education Agency Plan
South Fork Union School District**

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Part I Background and Overview

Background

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

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

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

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the LEA Plan, 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 LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

LEA 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 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	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality
<input type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology
<input type="checkbox"/>	Title III, Limited English Proficient
<input type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Title IV, Part A, Safe and Drug - Free Schools and Communities
<input type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input type="checkbox"/>	Adult Education
<input type="checkbox"/>	Career Technical Education
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

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.

State Programs	
<input checked="" type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After - School Education and Safety Programs
<input type="checkbox"/>	School and Library Improvement Block Grant
<input type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input checked="" type="checkbox"/>	Gifted and Talented Education
<input type="checkbox"/>	High Priority Schools Grant Program
<input checked="" type="checkbox"/>	Tobacco Use Prevention Education (Prop 99)
<input type="checkbox"/>	Immediate Intervention/ Under performing Schools Program
<input type="checkbox"/>	School Safety and Violence Prevention Act (AB1113, AB 658)
<input type="checkbox"/>	Healthy Start
<input type="checkbox"/>	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
<input type="checkbox"/>	English Language Acquisition Program
<input type="checkbox"/>	Community Based English Tutoring
<input type="checkbox"/>	Art/Music Block Grant
<input type="checkbox"/>	School Gardens
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	11,235	106,223	90289	85
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		22,996	19547	85
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient				
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education		41,451	41,451	100
21st Century Community Learning Centers				
Other (describe)				
Total	11,235	170670	151297	88

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education	5,790		5790	100%
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program	0	40,500	39,992	99%
Child Development Programs	0	82,542	68,303	83%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Total:	5,790	123,042	114,085	92.7%

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

District Profile

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

The South Fork Union School District is a two school district located in the Kern River Valley of eastern kern county, surrounded by the sierra Nevada Mountains of southern California. The south Fork Elementary School is a kindergarten through fourth grade school, located in the eastern part of the kern River Valley. it is an older school built in the 1950's, with all of the charm of a well established building. The student population at the elementar school averages 110 with 6 teachers and 10 classified staff to meet the educational needs of the students. The school programs include special education, GATE, "No boundaries", title I, After School Program and Home Instruction. Day - to day administration of the schools is handled by a principal, while a shared superintendent and a five member Board of Trustees ensures that the staff has the resources to complete their task.

On January 2, 2001 Middle School, 5th - 8th grade students began classes on teh site of the new South Fork Middle School. The site includes a Gymnasium, community Center, and Community Swimming Pool. The plan for future construction of recreational play fields and outdoor ampitheatre are in the works. The small school is home to 110 students and 4 teachers lus support staff. The cafeteria facility prepares hot meals and a salad bar. Students move from class to class and enjoy the camaraderie of a close knit small school setting.

The population of the district is declining and is currently at 220 students, K-8.

Local employment for parents include the U.S.I Forest Service, kern Valley hospital District, ranching, small business, U.S. Bureau of land Management, education - with three K-4 elementary schools, two middle schools , one high school, a junior college satellite, charter schools, recreation and small local businesses and companies.

The community is 80% caucasian, 19% native american and 1 % hispanic or other. the local schools and senior center are the major "hub" of social and cultural activity in the valley.

The district's Mission Statement is: We will prepare students with the tools to be successful at their next educational level by creating a safe environment that teaches academics and character development, enhanced by a strong partnership between home and school.

At South Fork School District all are welcomed to experience....

Safety and Stability
Outstanding Education
Understanding People
Teaching by word and Example
Helping hands from Students, parents, and Staff
Fun earned through hard work and attendance
Opportunity for Success
Relevance to life
Knowledge imparted to all

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

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

The District will assess students at least twice a year with benchmark assessments that follows California Common Core State Standards mappings developed by SFUSD teaching staff. Accelerated Reader,

Performance Goal 1:

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: unwrapping common core standards Standards in each grade level</p> <p>Articulation of curriculum from each grade level and from elementary to middle school school and then to high school Benchmark assessments for introduction , instruction and beyond</p> <p>Data collection with staff training on how to assess data for data driven lesson plans</p> <p>District Benchmark assessments given through out the year to show student progress to profeciency</p>	<p>teachers/admin./ staff development August 2013-June 2014</p> <p>Teachers - June- August 2013-2014 C&I Leaders develop benchmarks 2013-2014 Teachers 2013-2014</p> <p>staff training and implementarion through 2014 K-8 give benchmarks and assessments from standards mapping</p> <p>All educational staff</p>	<p>Pivot Learning Substitute teacher Extra Time</p> <p>Pivot learning Summer symposium</p> <p>materials</p> <p>materials</p>	<p>50,000</p> <p>10,000</p> <p>6000</p> <p>500</p> <p>\$26,400</p>	<p>Title I , Common Core, General Fund</p> <p>Title I</p> <p>General Funds</p> <p>Title I</p> <p>Common core</p>
<p>2. Use of standards-aligned instructional materials and strategies: Houghton/Mifflin Elements of Literature with supplemental phonics program</p> <p>Assessment based instruction to deliver scaffolding, differentiated instruction, benchmarks, extra support, reteaching and support activities, benchmarks used as assessment/diagnostic tools</p> <p>spelling vocabulary by Houghton Mifflin textbooks; cross-curricular activities</p> <p>Data collection program and Accelerated Reading program</p>	<p>all teachers K-8 2013-2018</p> <p>all teachers K-8 2013-2018</p> <p>Teachers and support educational staff</p>	<p>curriculum purchase</p> <p>staff development</p> <p>software and computer programs</p>	<p>\$12,000</p> <p>\$2000</p> <p>\$8,000</p>	<p>LCFF</p> <p>LCFF</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Purchase state adopted curriculum according to timeline and state's budget Bellwork 3. Extended learning time: After School Program Accelerated Reader available during recess, after school Extended Day Program Primary Reading Night Middle School time provided in each elective daily lunch tutoring, after school tutoring Collaborative with tribal TANF to increase tutoring time and stipend for staff time	Committee After School staff paraprofessionals, library clerk, Teachers and After School staff Elementary teachers Middle School Teachers Teachers: rotation to help with tutoring collaboration	textbook adoption salaries , materials salaries salaries/materials salaries/ refreshments extra time for teachers/paras	\$15,000 \$40,000 \$6000 \$30,000 \$800 \$600	LCFF ASES ASES, GF ASES Title I EIA
4. Increased access to technology: Accelerated Reader Computer Lab/Mult-media lab – during elective and class time from lesson plan SBAC readiness practice tests Computers in each room with powerpoint, internet access and excel data driven lesson plans Computer readiness for SBAC Smart wording every classroom	Technology coordinator Teachers Administrator Students Para-professional Teachers Tech staff Tech and educational staff	Salary Training technology updates Computers Training Technology updates Training	\$2000 \$26,400 \$22,000 \$26,000	GF Common core Common core Common core
5. Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Unwrapping the standards workshop Edu-soft Standards Mapping</p> <p>Differentiated Instruction Curriculum Renaissance Training Poverty training-Ruby Payne workshop Teachers collaborative workshops Have staff development with two minimum days a month- one training and the other for application SBAC ready</p> <p>Peer Assistant Review to improve teacher quality Taking Center Stage Act II website, videos, etc.</p> <p>Professional learning communities meet once a week, once a month with shared district</p>	<p>2013-2016 teachers/administration teacher leaders at each campus PLC</p> <p>2013and continues through 2018</p> <p>201-2018</p>	<p>Pivot learning coaching Substitute teachers Extra time for collaboration and training</p> <p>Substitute teacher, extra time</p> <p>PLC mileage and extra hours. PAR salaries</p>	<p>\$30,000</p> <p>\$300</p>	<p>LCFF , title I</p> <p>GF! .Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parent Teacher conferences Quarterly progress reports and cards SAT meetings and IEPs Monthly and quarterly awards assemblies Parent Project classes School Site Council PTC/ Boosters</p> <p>Parent Nights Back 2 School Night/Meet & Greet STAR given with teacher availability Parent Newsletter Art Festival, Talent Show, Fall Festival, Mother's Day,</p> <p>Daily Reading homework, weekly awards, letters, phone calls connections Volunteer in classrooms</p>	<p>First and third quarters Every quarter On-going Monthly/quarterly First & third quarter Each quarter</p> <p>On-going throughout the year with all staff</p> <p>Primary Grades-teachers and parents All Teachers and Parents</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>After School enrichment program Orientation for 4th grade and kindergarten/k-placement grade high school registration and orientation High School visitation SAT and IEP 5th & 6th Grade mandatory Study Hall GATE Orientation and Parent Meetings First Day Parent Orientation for Kindergarten parents Kindergarten round-up 5Th grade orientation at end of fourth grade</p> <p>Summer school</p> <p>After school tutoring and extended learning</p>	<p>As state budget allows Registrations &Orientations at end of each school year SAT/IEP on going Study Hall first quarter of each year Bus trips</p> <p>Teachers volunteers support staff</p> <p>After school staff</p>	<p>All staff</p> <p>Salaries, materials</p> <p>Salaries materials</p>	<p>\$1000</p> <p>\$2500</p> <p>\$90,000</p>	<p>Title I , GF</p> <p>Title I GF</p> <p>ASES, GF.</p>
<p>8. Monitoring program effectiveness:</p> <p>Accelerated Reader Tests, preassessments, formative and final assessments Review STAR /SBAC scores Regular meetings with Lang. Arts teachers and evaluate students on an individual basis Parent Conference Progress Reports and Report Cards Edusoft program for data driven results to help with modifying program and evaluate effectiveness. Lesson Plan checks by administration Classroom Observation by administration District wide Benchmarks given 2-3 times a year</p>	<p>On-going through out the years Administration Teachers Parents Students</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>"No Boundaries" service model Resource Specialist, Special Day Class Title I pull-out help in afternoons Kindergarten and combo class aides</p>	<p>Previously established and Continue throughout year Spec. ed teachers and paraprofessionals</p>	<p>Salaries and materials</p>	<p>\$80,000</p>	<p>Special Ed. State nod federal, title i</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>“Selectives” for middle school student who are below basic or far below basic on STAR scores Opportunity Class for 5th-8th grade students behaviorally or academically at-risk</p> <p>Mandatory after school program for at-risk students Lunch and After School tutoring Differentiation of instruction</p>	<p>On going Teachers</p> <p>After School staff and teachers Teachers</p> <p>On-going</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>Speech Eye/Ear/Dental Screening Immunizations Lice Check monthly Student Attendance Review Board Counseling Anger Management</p> <p>See Math #10 for After School Programs</p>	<p>Speech Pathologist School Nurse</p> <p>Health/Aide</p> <p>SARB team School Psych, counselor, College Community Family Resource Center</p>			

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • unwrapping standards • standards mapping in each grade level • articulation of curriculum from each grade level and from elementary to middle school and then to high school • benchmark assessments for introduction, instruction and beyond <p>Math specialist for students behind 2 grade levels</p> <p>-edusoft data collection with staff training on how to assess data for data driven lesson plans</p> <p>-California Standards assessment test through Edu-Soft</p> <p>AT Middle School have all math teacher meetings with Sp. Ed. Community School and Title I for collaboration of curriculum</p>	<p>Teachers –August 2013-2018 staff development Teachers-</p> <p>Math specialist</p> <p>Staff training and implementation through 2018</p> <p>K-5 give benchmarks and assessments from curriculum plan</p> <p>Sp. Ed opportunity class and Title I teachers and administration</p>	<p>See reading</p> <p>Salary , materials</p>	<p>See reading</p> <p>\$4,000</p>	<p>See reading</p> <p>Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Follow CCCS mapping, use current text books</p> <ul style="list-style-type: none"> • assessment based instruction to deliver scaffolding, differentiated instruction, reteaching and support activities, benchmark tests used as assessment /diagnostic tools • spelling vocabulary by Houghton/Mifflin • textbooks: cross-curricular activities • differentiated instruction 	<p>All teachers</p> <p>K-8. Staff training and implementation On going</p>		<p>See reading</p>	<p>See reading</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • smart board /white board interaction and visuals • EduSoft and Accelerated Reading computer program • purchase state adopted curriculum according to timeline and state's budget <p style="margin-left: 40px;">Manipulative and following the standards mapping</p> <p>3. Extended learning time: After School Program Accelerated math Extended Day Kindergarten Primary math Night Middle School : Time provided in each elective daily, weekly for additional math time</p> <p style="margin-left: 40px;">After School Program Before/After School tutoring, lunch tutoring Outdoor Education: 7th-8th Camp Trip ,6th Camp Keep, 5th HighCountry Trip Parent Night</p> <p style="margin-left: 40px;">Collaborate with Tribal TANF to increase tutoring time and stipend for staff time After School Program: Math Games, board and flash cards, Acellus internet based program, leaning.com, Homework Help, educate.com, tutoring by credentialed teacher</p>	<p>See State adopted timeline</p> <p>K-8 Teachers and paraprofessionals</p> <p>All teachers that sign up for tutoring Rotation of teachers to help with tutoring After School After School Staff Parents and Students</p> <p>Parent Night : Grade Level or subject Teachers, Title I teacher, students and parents</p> <p>After School Program Staff, teachers</p> <p>Continue from prior LEAP</p>		<p>See reading</p> <p>See reading</p> <p>See reading</p>	<p>See reading</p> <p>See reading</p> <p>See reading</p> <p>See reading</p>
<p>4. Increased access to technology: Training through Ed tech.</p> <p>Computer Lab/Mult-media lab – during elective and class time from lesson plan Computers in each room with powerpoint, internet access and excel EduSoft data driven lesson plans Smart Board Inservice and use in classrooms in all subjects</p>	<p>Technology coordinator Teachers</p> <p>Administrator</p>		<p>See reading</p>	<p>See reading</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Use of calculators and Tool Kits Computers Technology devices Acellus and Learning.com programs	Students Para-professional After School Staff Teachers /administration Students/Teachers 2013- 2018			
5. Staff development and professional collaboration aligned with standards-based instructional materials: Unwrapping the standards workshop Edu-soft Standards Mapping Differentiated Instruction Curriculum Math Coach with specific training for teachers Poverty training-Ruby Payne workshop Teachers collaborative workshops Have staff development with two minimum days a month- one training and the other for application Peer Assistant Review to improve teacher quality Taking Center Stage Act II website, videos, etc. Articulation of math between grade levels and schools	administration / teacher Salaries 2013-2018	KCSOS Mileage and extra hours	See reading \$500 \$500	See reading GF, title I Title I Gf
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parent Teacher conferences Quarterly progress reports and cards SAT meetings and IEPs Monthly and quarterly awards assemblies Parent Project classes School Site Council	First and third quarters Every quarter On-going Monthly/quarterly First & third quarter Each quarter		See reading	See reading

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>PTC/ Boosters Parent Nights dedicated to teaching parents math Back 2 School Night/Meet & Greet STAR given with teacher availability Parent Newsletter Art Festival, Talent Show, Fall Festival,</p> <p>Daily Reading homework, weekly awards, letters, phone calls connections Volunteer in classrooms</p> <p>Parent seminars - parenting, academics , strategies</p>	<p>On-going throughout the year with all staff</p> <p>Primary Grades-teachers and parents All Teachers and Parents</p> <p>On going</p>	<p>Volunteer training and appreciation</p> <p>Refreshments and raffle prizes</p>	<p>\$100</p> <p>\$500</p>	<p>Title I</p> <p>Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Summer School After School enrichment program Orientation for 4th grade and kindergarten/k-placement test 8th grade high school registration and orientation High School visitation SAT and IEP 5th & 6th Grade mandatory Study Hall GATE Orientation and Parent Meetings First Day Parent Orientation for Kindergarten parents Math Tutor and Coach</p>	<p>As state budget allows Registrations &Orientations at end of each school year SAT/IEP on going Study Hall first quarter of each year</p>	<p>See reading</p>	<p>See reading</p>	<p>See reading</p>
<p>8. Monitoring program effectiveness: Review STAR scores Regular meetings with Lang. Arts teachers and evaluate students on an individual basis Parent Conference Progress Reports and Report Cards Edusoft program for data driven results to help with modifying program and evaluate effectiveness. Lesson Plan checks by administration Classroom Observation by administration Timed Tests especially on basic math facts Spiral Review Practical application through cross curricular activities Stay current on quizzes, chapter and unit tests</p>	<p>On-going through out the years Administration Teachers Parents Students</p>	<p>See reading</p>	<p>See reading</p>	<p>See reading</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>“No Boundaries” service model Resource Specialist, Special Day Class Title I pull-out help in afternoons Kindergarten and combo class aides</p> <p>“Selectives” for middle school student who are below basic or far below basic on STAR scores Opportunity Class for 5th-8th grade students behaviorally or academically at-risk</p> <p>Mandatory after school program for at-risk students Lunch and After School tutoring Differentiation of instruction</p>	<p>Previously established and Continue throughout year Spec. ed teachers and paraprofessionals</p> <p>2013-2018 Teachers</p> <p>After School staff and teachers Teachers</p> <p>On-going</p>			<p>See reading</p> <p>See reading</p> <p>See reading</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Speech Eye/Ear/Dental Screening Immunizations Lice Check monthly Student Attendance Review Board Counseling Anger Management Math Coach and Math Tutor</p> <p>Homework Logs Meet with teachers on at-risk students Tutors – Credentialed teachers Curriculum Coordinator to link regular day with extended day and keep standard alignment</p>	<p>Speech Pathologist School Nurse Health/Aide SARB team School Psych, counselor, College Community Family Resource Center After School Program staff</p>			<p>See reading</p>

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The District does not receive Title III funds, however the District maintains a policy on meeting the needs of LEP students.</p> <p>Differentiation of Curriculum, No Boundaries, Title I and other programs for at-risk students.</p> <p>Target students using ELL/LEP/SDAIE strategies including visuals using: Smartboard, transparencies, videos, modeling, interactive activities, Realia</p> <p>Funds will be used to further teacher training in differentiation of curriculum, interpreters where needed, training of CELDT administrators</p> <p>CELDT is given each year to 2nd-8th grade students that have not been fluent for three years.</p> <p>Parent Nights, parent training, parent conference, IEP and SAT with interpreters</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>CLAD certified Teachers State Adopted programs Saxon Phonics</p> <p>STAR scores compared through edu-soft and CELDT</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p>	<p>All Teachers CLAD certified</p> <p>Incorporate non-biased curriculum Incorporate SB 372 training</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Training in high visual fields: computers, smartboards, transparencies, etc. Attend workshops with emphasis on differentiating curriculum and meeting needs of ELL students.</p> <p>Ruby Payne training Renaissance training for accelerated reader</p> <p>Edu-soft to make data driven decisions about how this group of students</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The District will review ELL students performance on benchmark tests, STAR, and other district tests to modify the teaching plan and methods on a quarterly basis.</p> <p>Specific curriculum for ELL students will be available through Title I program. The supplemental programs are written for EL students.</p>

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: [X]</p> <p>If yes, describe: After School program, lunch and before school tutoring are offered to all students and Title I for intensified instruction.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: [X]</p> <p>If yes, describe: Extra Enrichment time given SDAIE strategies and non-biased curriculum will be used.</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: [X]</p> <p>If yes, describe: SDAIE strategies, Realia, phonic instruction, full immersion, scaffolding, visual aids</p>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Parent Nights that offer extra help for parents to learn core subject skills</p> <p>Parent Conferences, Back to School and Open House with available interpreter</p> <p>SAT and IEP with interpreter available</p> <p>Phone calls from native speaking community member to see if parents need assistance and to excuse from absences.</p> <p>Google translator tools</p>
9. Improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Google translator tools</p> <p>Interpreter available</p> <p>Home correspondence available in home language</p>
10. Other activities consistent with Title III.	<p>Check if Yes: []</p> <p>If yes, describe:</p>

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>Home Surveys will be given to each family coming into the district. Interpreter will be provided as necessary. CELDT will be given to all students who show another language other than English as being spoken in the home.</p> <p>Percentage of Non English families is so low that all materials will not be available in native language, however an interpreter will be available to explain and correspond with the district, as well as writing out forms necessary for participation in school activities. Notifications will be given with in the time line of not later than 30 days from first day of school or two weeks after enrollment.</p>
<p>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</p>	
<p>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;</p>	
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	
<p>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;</p>	
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>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;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes:</p> <p>If yes, describe:</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>Check if Yes:</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes:</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes:</p> <p>If yes, describe:</p>
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:	<p>Check if Yes:</p> <p>If yes, describe:</p>
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:	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe:</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
<p>The past three years has been a time of growth for technology and standards based curriculum. We have offered workshops in technology: Accelerated Reader, Schoolwise Renaissance Place, Learning.com, SmartBoards, and Edu-Soft. The curriculum is now all state-adopted, except for K-5 math. The teachers mapped their curriculum according to their text and they are just starting to map according to state standards. In 2007, the staff worked on articulation of curriculum. At the beginning of the school year we wrote on poster-sized sheets of paper the needs of the group/class from the previous year. We then adjusted lessons according to the needs of the students.</p> <p>Discipline is another area where the team came together and worked out a plan. The Discipline Committee met during the summer and continued meetings throughout the 2007-2008 school year. A positive program was put into place where students begin at level 0 and earn rewards. If students receive a detention or a referral, they lose privileges. The plan continued its development throughout the year and will continue through the next five years.</p> <p>“Why Try” and other safety/non-bullying workshops were attended by staff to present the program to the middle schools students.</p> <p>Safe School Ambassadors is active on our middle school campus</p> <p>Positive Behavior Intervention Program began in 2013-2014 school year and will continue through 2018</p> <p>KCSOS training in cultural proficiency, CCSS, ELA and k-1 conference</p> <p>Shard services PLC book studies C and I leaders SAT and RTI professional development</p>	<p>With the influx of technology, the staff will need training and opportunity for application and utilization of the technology. Trainings will continue with Edu-soft, which is a data driven program, to help the teachers see strengths and weaknesses of their students and of their concentration of lesson plans. The staff will also learn other components of the program such as bench mark and standards- based tests that can be used to help staff to see where their students need more direct instruction. Learning.com will be explored and lesson plans of differentiation of curriculum will be developed through the use of computers. Teachers will find state standard-based lessons that they can borrow for their classes. Smartboard training will continue to keep technology and differentiation of curriculum to meet all student levels. All other mentioned programs will continue in the line of staff development for the next five years. Articulation of curriculum and standards based mapping will be a prominent piece of staff development. Math continues to be an area of weakness, so the staff will attend workshops that will strengthen this curricula area. The District will adopt math curriculum this year to bring the current program to a state adopted curricula.</p> <p>Parent Involvement will improve with communication. Menu and newsletters need to be out on the same day. The third Monday of every month and see if the menu can go out on the same day. If not, on a consistent day every month and add more bullet points for parent involvement. Parent involvement opportunities section: Plan calendar, when possible. Work towards Leadership, ASB, etc. be in a newsletter instead of just the principal's newsletter. On web page add master calendar. Things could be put on their for future reference.</p> <p>Future reference have paraprofessionals receive notes after staff meetings.</p> <p>In-house prof. development where one staff member gives training of training that was attended.</p> <p>Common core professional development to unwrap / compare new standards and the connected 3 R's and 4 C's</p> <p>PBIS training</p>

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The South Fork Union School District has purchased several computer programs that the teachers will need to master and implement in their classrooms, standards-based mappings and in their lesson plans. A data collection and analysis program will give benchmark assessments that are aligned with state assessments for preparation and alignment of students needs. Standards based mappings will be collected by the principal at the beginning of each year. These mappings will be checked with the content standards and shared with other teachers in special programs. These maps will be consistent from program to program so that the content is given to all students. The sharing and development of the maps will be professional development activities. Articulation of the standards and curriculum will also be included in the prof. development. Para-professionals will also receive trainings to help them in their roll of supporting teacher.</p> <p>Up to to date trainings</p> <p>PBIS implementation</p> <p>Technological devices, I.e. Tablets will be purchased for teachers and then student. Etextbooks will be purchased</p>	<p>Teachers administration Monthly meetings Teachers Beginning of each school year and mid-year</p> <p>Para-professionals twice a year.</p> <p>K-8 teachers A ND administration</p> <p>All staff and parents</p> <p>Tech staff and tech committee</p>	<p>Pivot Learning, coaching, extra hrs. Mileage</p> <p>Grade level conferences, pivot learning</p> <p>Trainings , observations, practice</p> <p>Supplies , training , salaries</p>	<p>See reading</p> <p>\$1500</p> <p>\$1000</p> <p>\$26,000</p>	<p>See reading</p> <p>Title I</p> <p>Title I LCFF</p> <p>Common core, LCFF Title I</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>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Edu-Soft gives data that will help drive the curriculum and the focus of sub-groups. We can assume the results, but the actual data can help with decisions and help fill the achievement gap</p>	<p>Tech. coordinator ASP coordinator Administration Teachers Quarterly basis</p>	<p>Program , salaries, training</p>	<p>\$6500</p>	<p>LCFF</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Attending workshops on Foster Children, Families in poverty, Title I programs, Parent Project, Parent Night and other activities will help the staff to understand and thus meet the needs to bridge the achievement gap. Edu-soft will show the area of weakness and strength to push focus on our School Improvement Plan each year. Communication with parents and understanding of their culture will help us to collaborate and receive more cooperation. Having interpreters available for parents will help with the language gap. SAT, RTI , yearly refresher and trainings</p>	<p>Teachers, paraprofessionals Principal / Superintendent Title I and Special Ed. staff</p> <p>Teachers be administration</p>	<p>Refresher and trainings</p>	<p>\$500</p>	<p>Title I, LCFF</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: Taking Center Stage Part II will keep us in line with state and federal programs. Collaborating with the neighboring district an needs of our own district will be charted, staff meetings will agenda needs and SBAC test results will help dictate the area of training for staff to better meet student needs: Math Coach, monthly staff development for articulation, monthly staff development for integration of technology. Attend outside conferences when weaknesses are found and have staff give workshops when strengths are found. Purchase new state adopted curriculum</p>	<p>Teachers Paraprofessionals Principal / Superintendent Title I and Special Ed. staff</p> <p>Teacher leaders</p>			<p>Unknown</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Monitoring of mapping of standards Monitoring Lesson Plans PAR</p> <p>PLC, BTSA, C&I leaders</p>	<p>Principal / Superintendent PAR board</p> <p>Academic coach Teachers</p>	<p>During PLC meetings</p> <p>Stipend</p>	<p>N/a</p> <p>\$1500</p>	<p>N/a</p> <p>LCFF, title I</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>EETT money will be used to hire a technology engineer to maintain the wireless network for faster connectivity. Staff development will have emphasis on technology and its integration into the classroom through Smartboards, Learning.com, Accelerated Reader, Renaissance Learning, Acellus, Edu-Soft. Analysis will continue through the benchmarks that are provided through Accelerated Reader, Renaissance Learning, and data system Learning.com will help with extended lesson plans</p> <p>Electronic devices,maintenance and update Hardware and software</p>	<p>KCSOSfor staff development and network engineer Teachers Administrator</p> <p>Equipment and wages Program license</p>	<p>Travel expense , equipment and salaries</p>	<p>\$30,000</p> <p>See above</p>	<p>EETT, LCFF title I</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>computers will stay up to date through engineer and good working order, the connectivity will stay strong so that students and staff can implement the technology in their classroom and access to the library-media center. Librarian will attend professional development regarding technology programs for students</p>	<p>On-going through out year. Every other Wednesday learn and apply technology from bi-monthly staff development</p> <p>Technology Tech/engineer KCSOS Teachers Students Library/Clerk</p>		<p>In tech portion</p>	<p>In tech portion</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>School Site Council met 4 times through out the year and the SIP, weaknesses and strengths were discussed. Board Meetings allowed for sharing the strengths and weaknesses, STAR scores, program implementation. LEAP was worked on in a teacher meeting, staff meeting and Student Services, and Administration worked on pieces of the program individually to come together in August to share the plan with SSC and at the August board meeting. The first staff meeting asked for more input and collaboration of ideas on Completion of the LEAP, with understanding that changes would occur each year with the School Improvement Plan</p>	<p>SSC once a quarter Board Meeting once a quarter Teachers and Staff at monthly staff meetings.</p>		<p>NA</p>	<p>NA</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. 				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>? Differentiated Curriculum workshops, Smart Boards, state-adopted curriculum has ideas in the side bars, Dawne Gibson has a masters with emphasis in Differentiated Curriculum and she will give ideas at staff meetings, Special Ed. classes at both school sites, watch AT-Risk students and put them in the after school program, mandatory selectives in core curriculum, GATE and Title I program with help classes and ideas given at staff meetings.</p> <p>? Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>? School Psychologist will help with Behavior Support Plans and serve as the BICM for special ed. students. Behavior contracts will help with students. Discipline Committee, PBIS ,continue to meet once a quarter to help fine tune the positive and negative consequences that are written into the level system of discipline</p> <p>? Involve parents in their child's education;I continue to work in Title I and through Parent Involvement: Parent Conferences, Parent Nights, Parent Projects, and other activities will be available for parents. School Site Council, Budget Committee, district advisory committee,and Board Meetings will continue to invite parents to have input in the schools decisions.</p> <p>? Understand and use data and assessments to improve classroom practice and student learning. Edu-soft, Accelerated Reader will help us with this task. Staff will be able to look at Student's progress, adapt and modify lesson plans to meet the needs of each student, Differentiate the curriculum to help students who learn through direct instruction. Look at lesson plans to see that teachers are working with technology and look at Edu-Soft to see how groups of students are progressing.</p> <p>CPI training</p> <p>Parent conference</p>	<p>Teachers, Special Ed. GATE coordinator, SAT coordinator, school psychologist Title I staff, After School staff, Community Day School Staff</p> <p>Discipline Committee School Psych Community Day School Staff</p> <p>Student Services/Title I staff Teachers Parents and Students</p> <p>Teachers Administrator</p> <p>Paraprofessional and teachers SAT, RTI , PLC</p>	<p>Training</p>	<p>\$800</p> <p>See reading</p>	<p>LCFF, title I</p> <p>See reading</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Paraprofessionals will receive training to complete the highly rigorous test and then training on the new paraprofessional's job description which gives them more instruction time in addition with the help of the certificated teacher.</p> <p>Paraprofessionals with 48 or more college units will be sought out to fill positions of the highly qualified instructional aide.</p> <p>Increased salary schedule for test and units established, with units receiving</p> <p>PBIS</p>	<p>Paraprofessionals</p>	<p>Training</p>	<p>See above</p>	<p>See above</p>

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
Discipline Program Smoke Free campus Safety Plan in place with drills once a month moved to a disaster drill Safety Committee Officer Garcia for Bully prevention Safe School Ambassadors Caring Community Character Building Character Counts Peer Conflict Mediation Separation of grade levels for lunch bathroom and playground times. Positive Behavior Intervention Program Bus Carmela's School security system	After School Discipline Procedure Bathroom safety and separation of grade levels Respect of paraprofessional/classified for students Every adult referred to in a formal way. Mr., Mrs., Ms. Etc. Training classified staff for discipline, in the program and follow through. Reduce buss bullying

Environments Conducive to Learning (Activities)

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

Activities
Categorical Programs and activities previously mentioned

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

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

Strengths	Needs
Our current practice and activities show that we have met our percentage goals. Policies and Filters are in place for limiting the access of cyber-bullying.	Mistreatment is happening in unsupervised areas of the campus I.e. Back of bus and bathrooms. Cyber bullying is an area of investigation. Filters are in place, mainly a problem with text messaging. Be trained in cyber-bullying. Policies are in place adopted by the board of trustees

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana will decrease biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that feel very safe at school will increase biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %

Truancy Performance Indicator	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same</p>	%	%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
<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>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<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>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Schoolwise data system shows percentage of absences and tardies	94% attendance	95%

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.

Program 1	
Science Based Program Name:	Second Step 5-7 grades
Program ATODV Focus:	
Target Grade Levels:	5-7
Target Population Size:	150
Purchase Date:	SCVP 2007Grant
Staff Training Date:	2007-2008
Start Date:	Fall 2007
Program 2	
Science Based Program Name:	Project Alert 6-8
Program ATODV Focus:	
Target Grade Levels:	6-8
Target Population Size:	150
Purchase Date:	SCVP 2007 TUPE
Staff Training Date:	2007-2008
Start Date:	Fall 2007
Program 3	
Science Based Program Name:	Red Ribbon Week
Program ATODV Focus:	
Target Grade Levels:	k-8
Target Population Size:	300
Purchase Date:	TUPE SCVP 2007
Staff Training Date:	
Start Date:	1997

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.

Activities	Program ATODV Focus	Target Grade Levels
<input checked="" type="checkbox"/> After School Programs	See sect.	K-8
<input checked="" type="checkbox"/> Conflict Mediation/Resolution		5-8
<input checked="" type="checkbox"/> Early Intervention and Counseling		K-8
<input checked="" type="checkbox"/> Environmental Strategies	Safety Plan Positive Discipline	K-8
<input checked="" type="checkbox"/> Family and Community Collaboration	TANF, Parent Involvement see sect.? Comm. Service,	k-8 5-8
<input type="checkbox"/> Media Literacy and Advocacy		
<input checked="" type="checkbox"/> Mentoring	SSA,	
<input checked="" type="checkbox"/> Peer - Helping and Peer Leaders	SSA, Dr. Seuss Day, cross tutoring, Swimming cross age	5-8 K-8
<input checked="" type="checkbox"/> Positive Alternatives	SSA	5-8
<input checked="" type="checkbox"/> School Policies		
<input checked="" type="checkbox"/> Service - Learning/Community Service	Camp Trip, Walk-a-thon, Pride Day, Heart Walk, Veteran's Program	
<input checked="" type="checkbox"/> Student Assistance Programs	SAT, IEP McKinney-Vento, Angel Project, SSA, Leadership programs	
<input checked="" type="checkbox"/> Tobacco - Use Cessation	Red Ribbon Week, Life Interrupted, American Heart Association	
<input checked="" type="checkbox"/> Youth Development Caring Schools Caring Classrooms	Caring Community Character Building Etiquette Classes	
<input checked="" type="checkbox"/> 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 (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Promising Program Name:	Caring Community Character Building Etiquette Classes
Program ATODV Focus:	
Target Grade Levels:	k-8
Target Population Size:	150
Purchase Date:	
Staff Training Date:	Fall 2007
Start Date:	Fall 2006

Program 2	
Promising Program Name:	Tucpan Community Day School
Program ATODV Focus:	
Target Grade Levels:	4-8
Target Population Size:	50
Purchase Date:	Sept. 2008
Staff Training Date:	Jan. 2008
Start Date:	Sept. 2008

Program 3	
Promising Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

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

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

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

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

Officer Garcia, bullying class, cyber-bullying, internet safety, site environment not Officer Garcia gives classes on cessation, bully prevention, SAL, golf, chess, guitar lessons, art history in after school program, sport programs, see previously

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

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

California Healthy Kids Survey will be given every year. Let staff know about training paraprofessionals in discipline, let teachers know about bathroom separation and trouble in the bathrooms.

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.

Evaluation of California Healthy Kids Survey will be reported at Board Meeting and at School Site Council meetings.

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

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

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.

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

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

Activities are previously listed and parents are notified from newsletters, phone calls, menus, newspaper, and radio

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

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

See attached board adopted policy on pregnant minors

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

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

Position/Title	Full Time Equivalent
KCSOS CO-OP	

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

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

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

5.1 (High School Graduates)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	
5.2 (Dropouts)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	
5.3 (Advanced Placement)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Census and percent of free and reduced qualifying applications

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The District identifies schools eligibility for Title I funding under number of children eligible for Free/Reduced Price Lunch programs. 2007-2008 rate was 255/342 enrolled.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>75% or above poverty level are funded</p>

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the LEA 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>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for 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.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Students at South Fork Elementary School are facilitated in a “no Boundaries” philosophy. When the students walk on campus, they can take advantage of any class level and/or program. Student Assistance Teams are used to help AT-Risk students. Parents, teachers, psychologist, nurse, and other involved staff are invited to the meeting to help with the students’ success.

After School Program is required for all students who are BB or FBB on the CST scores. Students are also required to attend summer school if they did not meet the academic or attendance mark required to promote, or at risk of promotion.

Benchmarks and data driven information will be the new focus for the next five years. Staff will adjust lesson plans and strategies to help bridge achievement gap

All staff is highly qualified and working through the BTSA program in their first two years of teaching with a credential. Math Coach, Language Arts coach, Peer Assistance Review program are some of the helps for staff.

Currently the strategies for improved parental involvement is an incentive program for parents with raffles or free food served. Ruth Carroll organized Parent Nights with emphasis in math, science, and reading. Art Festival and Mother’s Day program was also an addition for this past year that we would like to continue. Personal parent contact by staff, monthly newsletter from administration, Parent Teacher Club and Booster’s program are a few of the strategies to help with parent involvement.

The Weldon State Pre-School will not be in operation this year, so the District plans to write a grant to bring the pre-school to our campus and District. Previously kindergarten orientation and registration is offered each year, visits to the pre-school by administration to introduce herself and the programs offered, as well as the assistance programs offered.

Additional assistance will be given to students through selectives instead of electives, before school, lunch time and after school tutoring will be offered.

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

Strategies from above will also be used at South Fork Middle School. Students will be placed in a Title I or Special Ed. program through and special class schedules given to help meet their needs, will increase course access. Students will be required to take math, or reading electives to work on standards. They will also be required to be a part of the After School program to work on weaknesses

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.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>At informal and formal meetings, t.i.e. PLC teachers discuss students that are at risk of failing or not meeting the state standards. Progress Reports, and report cards are given out with communication to parents and an assessment of the students every 5 weeks. According to Board Policy, the following are used as multiple measures for students: teacher judgment through grades, parent interviews in SAT's and parent conferences, classroom grades, CST scores and over all STAR/SBAC results</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>Homeless children are served through McKinney Vento funds. These funds fund a liaison that meets with students and parents and plan for easy transition from one school to the other. Transportation is also supplied through the Kern Rural Route System. These transport tickets are at no charge to the family.</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>There are no children currently nor have there been children in a local institution for neglected or delinquent students.</p>

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents are notified through a home mailer. It was also announced at two public board meetings. The nearest schools are Kernville union and they are also in PI .</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Supplemental service are offered to the parents who request it. A mailer went home of qualified vendors and information on how to access the help.</p> <p>The principal of SFMS will meet with SSC in writing the school plan. More time will be given in the school day to re establish selectives and electives. The district went through reorganization and a full time principal and shared superintendent was hired. The principal attends workshops and meets with nearby principals and title I specialist from KCSOS.</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers

<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Title II money to pay incentive for teachers. KCSOS recruiting job faires, Ed-Join. The District will continue to flex funding into technology as authorized through REAP</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Camp Keep orientation and camp trip orientation meetings, Meet and Greet Parent Project. Encourage chaperones, SAT's IEPs Parent Teacher Conference SARB, Science Project, Summer Garden program maintained by parents, Walk-a-thon, PTC, Boosters, Safe School Ambassadors. Volunteers at Sporting events, Safety Plan, School Site Council, Reward Days that parents help out with rewards, Volleyball Camp, Graduation, Talent Show , Kindergration registration and graduation, After School Program, art lessons, tutoring, Search and Rescue, Fire Department, Dr. Seuss Day, Swim Parties, Track and other tournaments, Field Across America, Angel project: gifts, clothing and food for the needy, coordinate with near by churches for clothes, shoes, jackets. Future: Babysitting Class, First-Aide class, Continue Parent Night Parent Project, Cross Age swimming program with parent volunteers, Opportunity class, Pre School, After School ,Parent Involvement will be worked on.</p>

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

<p>Describe how the LEA 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 on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Student Assistance Teams and Individual Educational Plans meetings include representatives from programs, as well as the teacher, parent, psychologist and nurse where required. This team will coordinate the and develop the best program to help meet the student's needs.</p> <p>A first five funded preschool is coordinated with kindergarten at South Fork. The on-campus preschool is ample opportunity for kindergarten readiness.</p> <p>The school principal and secretary help in identifying homeless student. Once identified the children will receive assistance with school materials and transportation to and from school and school related activities.</p> <p>The district collaborates with tribal TANF to. get extra tutoring to struggling native American students.</p> <p>Counseling is provided through college community services</p>
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Part III

Assurances and Attachments

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

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

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. 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.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. 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.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. 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.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Robin Shive

Feb. 13, 2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

Local Educational Agency Plan South Fork Union School District

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.

Local Educational Agency Plan South Fork Union School District

Appendix B

Links to Data Websites

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

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

**Local Educational Agency Plan
South Fork Union School District**

**Appendix C
(School-Based Programs)**

Science-Based Programs

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

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

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

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

School-Based Programs

**Intended program outcomes and target grade levels.
See research for proven effectiveness**

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

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

**Local Educational Agency Plan
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Appendix D

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

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

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

**Local Educational Agency Plan
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**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	206	203	183	159	150	136	6	5	1	2	2	0
Growth API	776	751	729	777	748	725						
Base API	755	776	756	747	777	753						
Target	D	D	D									
Growth	21	-25	-27	30	-29	-28						
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	25	33	30	3	6	8	147	163	146	37	31	28
Growth API	794	777	779				755	740	711	631	612	552
Base API	807	794	780				727	755	745	610	631	617
Target												
Growth							28	-15	-34			
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	54.6	56.0	57.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

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District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	98	100	100	100	100	100	100	100	
Number At or Above Proficient	102	98	73	76	69	50	--	--		--	--	
Percent At or Above Proficient	49.5	48.3	39.9	47.8	46.0	36.8	--	--	--	--	--	--
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	14	18	14	--	--		70	73	55	10	8	8
Percent At or Above Proficient	56.0	54.5	46.7	--	--	--	47.6	44.8	37.7	27.0	25.8	28.6
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	--

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	98	100	100	100	100	100	100	100	
Number At or Above Proficient	98	89	70	77	65	54	--	--		--	--	
Percent At or Above Proficient	47.6	43.8	38.3	48.4	43.3	39.7	--	--	--	--	--	--
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	11	15	14	--	--		65	66	53	8	9	6
Percent At or Above Proficient	44.0	45.5	46.7	--	--	--	44.2	40.5	36.3	21.6	29.0	21.4
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	--	--	--	--	--	--	No	No	No	--	--	--

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
2					*****	***					*****
3			*****	***							*****
4					*****	***					*****
Total			1	20	4	80					5

Grade	2012-13 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
2					*****	***						*****
3			*****	***								*****
4					*****	***						*****
Total			1	20	4	80						5