(Rev 12-07)
California Department of Education
School and District Accountability Division

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

LOCAL EDUCATION AGENCY PLAN

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School and District Accountability Division
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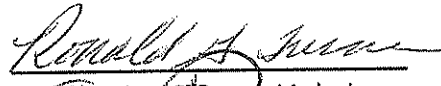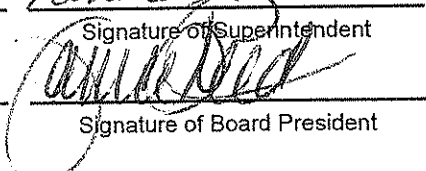
LEA Plan Information:

Local Educational Agency (LEA):	Maxwell Unified School District
County/District Code:	06-61606
Dates of Plan Duration: *(should be five - year plan)*	2013-2018
Date of Local Governing Board Approval:	

LEA Information:

Superintendent:	Ronald G Turner
Address:	P.O. Box 788/515 Oak Street
City, State Zip:	Maxwell, CA 95955
Phone:	530-438-2291
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Signatures (Signatures must be original. Please use blue ink.)

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

Ronald G Turner	17 April 2013	*[signature]*
Printed or typed name of Superintendent	Date	Signature of Superintendent
Janice Reed	4/17/13	*[signature]*
Printed or typed name of Board Presisdent	Date	Signature of Board President

Local Education Agency Plan
Maxwell Unified School District

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Background

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

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

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

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

1. All students swill 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.

<u>Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring</u>
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 under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

- API Reports (http://www.cde.ca.gov/ta/ac/ap)
- Standardized Testing and Reporting (STAR) data (http://www.cde.ca.gov/ta/tg/sr)
- 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
[X]	1.	Measure effectiveness of current improvement strategies
[X]	2.	Seek input from staff, advisory committees, and community members.
[X]	3.	Develop or revise performance goals
[X]	4.	Revise improvement strategies and expenditures
[X]	5.	Local governing board approval
[X]	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
[X]	Title I, Part A
[ ]	Title I, Part B, Even Start
[ ]	Title I, Part C, Migrant Education
[ ]	Title I, Part D, Neglected/Delinquent
[X]	Title II, Part A, Subpart 2, Improving Teacher Quality
[X]	Title II, Part D, Enhancing Education Through Technology
[X]	Title III, Limited English Proficient
[ ]	Title III, Immigrants
[ ]	Title IV, Part A, Safe and Drug - Free Schools and Communities
[ ]	Title V, Part A, Innovative Programs - Parental Choice
[ ]	Adult Education
[X]	Career Technical Education
[ ]	McKinney - Vento Homeless Education
[X]	Individuals with Disabilities Education Act (IDEA), Special Education
[ ]	21st Century Community Learning Centers
[ ]	Other (describe):
[ ]	Other (describe):
[ ]	Other (describe):
[ ]	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
[ ]	Economic Impact Aid (EIA) - State Compensatory Education
[X]	EIA - Limited English Proficient
[X]	After - School Education and Safety Programs
[X]	School and Library Improvement Block Grant
[ ]	Child Development Programs
[ ]	Educational Equity
[X]	Gifted and Talented Education
[ ]	High Priority Schools Grant Program
[ ]	Tobacco Use Prevention Education (Prop 99)
[ ]	Immediate Intervention/ Under performing Schools Program
[X]	School Safety and Violence Prevention Act (AB1113, AB 658)
[ ]	Healthy Start
[ ]	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
[X]	English Language Acquisition Program
[ ]	Community Based English Tutoring
[X]	Art/Music Block Grant
[ ]	School Gardens
[X]	Other (describe): Tenth Grade Counseling
[ ]	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	82,182	82,182	100%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	0	19,799	19,799	100%
Title II, Part D Enhancing Education Through Technology	0	330	330	100%
Title III Limited English Proficient	0	7,504	7,504	100%
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				
21st Century Community Learning Centers				
Other (describe)				
Total		109,815	109,815	

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient	0	54,290	54,290	100%
School & Library Improvement Block Grant	0	23,951	23,951	100%
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education	0	11,400	11,400	100%
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act	0	6,810	6,810	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Total:		96,451	96,451	

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.

1. Maxwell Unified School District Vision:

Maxwell Unified School District strives to produce responsible, contributing members who can participate successfully in a global society. The school program challenges students to develop their personal and academic potential by focusing on a rigorous academic curriculum, technology, and communication skills so they may succeed in achieving their goals. An underlying component of this program is developing self-directed learners who possess self-discipline, character, and focus in their lives.

2. Maxwell Unified School District Profile

Maxwell Unified School District was established in March of 1908 and is located on I-5 north of Sacramento in a small, agricultural community. Its rural setting provides a unique surrounding where teachers take on an individual sense of personal ownership that contributes to a sense of interconnection among students, staff, and administration. These relationships provide the students in Maxwell Unified School District with an environment where they feel safe as they steadily develop their academic skills.

Maxwell Unified School District serves an area of 387 square miles. In consists of two schools, Maxwell Elementary (K-6) and Maxwell High School (7-12). In 2010, grades 7 & 8 were moved to high school campus because of declining enrollment at the high school and to utilize the single subject teachers' expertise to enhance to the academic program for all students. Additionally, in 2010, Maxwell Elementary School entered into year one of program improvement. Now beginning year three of program improvement we are still trying to reach the AYP goals established for the school. While we a making good progress we have still fallen short of making safe harbor. Maxwell High School qualifies as a necessary small high school, which allows it to provide a number of programs beyond the regular academic courses to support student learning.

The student demographics in Maxwell Unified School District show that the composition of the student population has changed significantly in diversity. Currently the student population is 44% Caucasian, 49% Hispanic, 1% Asian, 3% American Indian/Alaska Native and 1% multiple or no response. It has risen from 42% Hispanic to 49%. These percentages are for the 11/12 school year, which is reported to CALPADS. The number of students eligible for free and reduced lunch is 58%. Source: CBEDS, business office.

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.

a. It appears that students in Maxwell Unified School District are making progress toward meeting the achievement standards even though our elementary school is in year 3 of Program Improvement assessment results show that all of our subgroups continually make growth on all of their AMAOS. Unfortunately, their progress has not been sufficient to make "SAFE HARBOR." To assist our students we have made several program changes in an attempt to improve test scores: We added a "Structured English Immersion Program" serving either grades L-1 of 1-2. While the program has been showing some success for the past two years, teachers feel that they can better serve this population by incorporating this students into their regular programs.

Three years ago we made a move to consolidate our junior and senior highs into a single school serving grades 7-12. Part of this consolidation was money conservation while attempting to improve academic performance by having all single subject teachers in the classrooms. As a result we have lowered our class sizes and are able to present a truly comprehensive high school program. Additionally, this move has increased the test scores both the junior high and high schools. Our API grew by 40 points.

b. Our district has examined the individual programs at the schools as well as the continuum of services that we provide. Each school is unique in its approach to teaching our students. Beyond the differences of self contained classrooms vs. a departmentalized program we have looked deep into the product we are providing for the students in our district. Each school has taken different paths in attempt to improve test scores and improve student learning. The elementary, because of additional Title I set asides they have started receiving more staff development looking at RTI, CCSS, differentiated instructions and has decided to establish a school wide writing program. The high school continues to include various tutoring opportunities for their students An academic probation program has been started to closely monitor all students who have a GPA below 2.0.

c/d. I addressed several of the programs we have begun for our at risk students. At both sites we have added additional programs such as a reading/writing remedial period at the high school, and a study hall to help those at risk students with reading, class work, writing and homework. Students are placed in these programs by using state assessments and benchmark assessments as well as teacher observation. The teaching staffs meet to discuss the success or lack of success of individual students so that they may become more successful.

Performance Goal 1:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2018-2019.

Planned Improvement in Student Performance in Reading

The language arts program for grades K-12 is integrated to meet the needs of all students. The program is based upon the California Framework and is almost all aligned with the California State Standards. All students read core literature selected from the Recommended Literature - Grades K-12 for the genres of poetry, short story, novel, drama, and nonfiction. Additionally, K-5 uses the Houghton Mifflin Reading series and Grade 6 uses the Holt reading series to meet the needs of their students. Instruction will occur through interrelating the five avenues of learning/listening, speaking, reading, writing, and thinking by using a variety of strategies, activities, and assignments to engage the student with the text to produce meaning making experiences. The language arts program focuses on reading by teaching thematic and conceptually using thematic units (grades 9 and 10) and chronological order (grades 11-12) using various instructional strategies to address the reading areas of the state's language arts standards. In addition, reading comprehension will be addressed across the curriculum.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Teachers will know and use the CCSS and blueprints to align curriculum. Elementary school will put in place a uniform K-6 writing program. Do backward mapping of standards in instruction to identify what instruction is tied to which standard for CST and CAHSEE. Using the individual students results of the CAHSEE, language arts teachers will identify the specific general areas where weaknesses are present to modify curriculum and instruction.	K-12 teaching staff Ongoing	none	none	none
2. Use of standards-aligned instructional materials and strategies: Across the curriculum, teachers will use the SDAIE strategies such as tapping students' knowledge, focusing on key vocabulary to access content to aid in comprehension. Language arts teachers will also use the reading strategies of connect, question and predict, to aid incomprehension and developing test-taking tactics.	Teaching staff Ongoing	none	none	none
3. Extended learning time:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended instructional time by one or two periods beyond what has been the typical time for instruction to provide re-teaching of information/concepts that students still don't understand, to use an additional different teaching strategy to communicate instruction, and to give students more time(less stress on them) to learn, understand and demonstrate competency of that information/concept. At risk student will be offered extended learning time before and after school by teachers, staff or after school program.	K-12 teaching staff Ongoing	none	none	none
4. Increased access to technology: High school students have available 14 computers in the library that provides a ratio of 1:11. More PC's need to be purchased to improve ratio. The elementary school has a computer lab of 21 computers. Teachers will continue to implement technology to enhance curriculum content and delivery.	Hugh Williams, County IT personnel K-12 teaching staff	Printer paper and toner Software	$1,000 for each new computer	Lottery, general funds, technology grant
5. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers of all disciplines will have in-service (buy-back days) on strategies to improve reading comprehension. With that knowledge, teachers from these different subject areas will mutually agree on those specific-reading strategies that can be used across the curriculum thereby providing reinforcement of those crucial strategies with every student. District will provide ongoing professional development in areas that will improve student performance and instructional strategies. Monthly district wide collaboration days.	K-12 teaching staff, administration	conference fees, presenter fees, buy-back days	$5,000	Title I, general funds
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
State generated parent report on all standardized tests, i.e. STAR, SABE, CAHSEE. Notification of PSAT, (testing company's parent generated results) with an explanation letter by the high school. Letter notification of testing dates and results of STAR and CAHSEE in Spanish. STAR testing parent night to cover results. Parent contact through SST'S, IEP's, and 7th and 9th grade orientations meetings.	Administration, counselor, classified staff.	Letters, mailings and translation costs	$1,000	10th grade counseling, administration funds
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Kinder camp/ California First 5 7th and 9th grade orientation meetings 7th and 9th grade parent orientation meetings Student Study Team Meetings Summer school	K-12 staff	Salary and materials	none	none
8. Monitoring program effectiveness: CST scores CAHSEE scores Teacher assessment Norm reference assessment tests STAR test scores Benchmark assessments CELDT scores	K-12 teaching staff	Test costs	$2,000	General funds
9. Targeting services and programs to lowest-performing student groups:				

The Local Education Agency Plan

Description of Specific Actions to Improve Education Practice in Reading.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Mandatory attendance in academic probation program.	K-12 staff	After school program	$4,500	Anytime hours
Mandatory after school tutorial				
In-school tutorial class period (offered once a week)				
Migrant education				
Supplemental Educational Services				
Teacher ran tutorials				
Intervention groups				
Summer School				
10. Any additional services tied to student academic needs:	K-12 staff	none	$2,500	Anytime hours
Saturday School (4 hours)				
Upward Bound				
After school tutoring				

Performance Goal 1 (continued):
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2018.

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Testbooks are aligned with the California State Standards. Teacher's edition provide specific actions to align mathematics to the California State Standards.	Mathematics Instructors K-6 teaching staff	none	none	none
When the new adoption series is brought forth by the state we will then purchase textbooks aligned with the Common Core State Standards.			$100	Math budget
a. Blue Print for CAHSEE b. "Backwards Mapping" of the CAHSEE c. Number sense warm ups				
2. Use of standards-aligned instructional materials and strategies: SDAIE Scaffolding Modeling Oral Questioning Key vocabulary to access content Graphic Organizers Visuals mini-lecture Access prior knowledge Color markers Manipulatives Academic language	Math instructors Ongoing K-6 teahing staff	none	$1,000	none
3. Extended learning time:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Instructional time will be extended by 1 to 2 periods beyond existing instructional time.	Math instructors	none	$1,000	none
To provide re-teaching of information/concepts that students still don't understand, to use an additional different teaching strategy to communicate instruction, and to give students more time (less stress on them) to learn, understand and demonstrate competency of theat information/concept.	Ongoing			
At risk students will be offered extended learning time before and after school by teachers, staff and after school programs.	K-6 teaching staff			
4. Increased access to technology:				
Each school in the district has a computer lab for student and teacher use.	Math instructors	none	none	none
Every teacher in the district has at least one computer in his/her classroom.	K-6 teaching staff		$10,000	District funds
Study Island			$3,500	District funds
Edusoft				
5. Staff development and professional collaboration aligned with standards-based instructional materials:	K-12 teaching staff	none	none	none
BTSA for beginning teachers				
Backwards Mapping			$1,000	District funds
School Collaboration				
MPDI institutes				
Local, state, national Mathematics conferences				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	K-12 staff	none	none	nooone
STAR testing parent night to cover results				
Back to school night		$500		
communication: Parent conferences, bulletins, newsletters				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Administration, K-12 teaching staff	none	none	none
7th and 9th grade parent orientations				
7th and 9th grade student orintations				
Summer School				
California First Five/Kinder Kamp	Once per year			
SST				
8. Monitoring program effectiveness: The Maxwell Unified School District will purchase a computerized program to assist the monitoring of student progress on the California Standards in Methematics.	Administration, K-12 teaching staff	none		District funds
The district will provide collaboration time for teachers to discuss standards based report cards.	Ongoing		$3,000	
CST scores				
CAHSEE scores				
Teacher assessment				
Normed referenced tests				
STAR tests				
Benchmark assessments				
9. Targeting services and programs to lowest-performing student groups:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The district purchased an assessment technology program, Edusoft, which is a program to "crunch" data; develop testing materials to monitor student performance on meeting the state standards.	Administration, k-12 teaching staff	Annual per student cost of $12	$4,800	District funds
Students receiving special education services receive the necessary accommodations and modifications specified in their IEP's but participate in standards based instruction covering all domains.	Ongoing	Ongoing staff development and substitutes cost		District funds
Wednesday tutorial program				
Academic probation program				
Mandated after school tutoring for students with a GPA below a 2.0				
EL classes				
Math tutoring				
10. Any additional services tied to student academic needs: Saturday School	Administration, K-12 teaching staff	none	$2,500	District funds
After school tutoring Monday through Thursday				
Migrant Education				
Teacher after school tutoring				
Supplemental Educational Services tutoring				

Performance Goal 2:

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

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

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

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 	
 a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 	
 b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 	
 c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
    • 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);
 	
 d. Describe how the LEA will promote parental and community participation in LEP programs.
	Parents are invited to be active participants in all public meetings such as site council, participate as chaperones on field trips such as college visits, and help fund raise for all clubs. Their students are sought after by coaches to play on the JV and varsity athletic teams. Migrant and EL students are represented in all campus ASB clubs.

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).
 	
The effectiveness of the LEP programs will be determined by the increase in:
   ◦ English proficiency; and
   ◦ Academic achievement in the core academic subjects
	The LEA will provide high quality language instruction based on scientifically based research by focusing on the four areas of listening, speaking, reading, and writing. The instruction is delivered by a fully credentialed, CLAD certified teacher who also possesses a Master's degree in Teaching International Languages. The teacher delivers the instruction in English, while providing comprehensible input via SDAIE methods. The students are provided with opportunities to acquire Basic Interpersonal Communication Skills as well as Cognitive Academic Language Proficiency in order to facilitate the LEP students' social integration into the school community and to enable them to succeed in core academic courses. Instructional methods are based on multiple intelligences.
	
	The instruction takes place in a non-threatening environment that enables the students to feel comfortable in taking communicative risks. Instructional materials include the state-approved Hampton-Brown series of text books, workbooks, software and other support materials from the High Point series.
	
	The effectiveness of the LEP program is continually assessed through direct observation and informal oral assessment of the students by the teacher, as well as through the use of written assessments that accompany the High Point series. The students' progress is also measured through the use of authentic assessment projects that allow the students to demonstrate their ability to apply what they have learned. The effectiveness of the teacher's instruction is also evaluated on occasion through direct observation by the school principal and by a BTSA support provider. The achievement of LEP students in core academic subjects is monitored through communication and coordination with core academic subject teachers, as well as through weekly grade check reports

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children;	The LEA provides high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel by encouraging attendance at professional workshops, and by the district's participation in the BTSA program to support new teachers. The district has also provided the opportunity for teachers to receive SDAIE training. Workshops, BTSA, SDAIE training
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	
c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	SDAIE training
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	Conference attendance and then using teacher trainer model for staff development. Workshop attendance and BTSA participation.

Description of How the LEA Is Meeting or Plans to Meet this Requirement	
Required Activities	
4. Upgrade program objectives and effective instruction strategies.	Check if Yes: [X] **If yes, describe:** Additional staff development and training combined with bi-annual progress check to measure effectiveness of current strategies.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Check if Yes:** [X] **If yes, describe:** The LEA provides high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel by encouraging attendance at professional workshops, and by the district's participation in the BTSA program to support new teachers. The district has also provided the opportunity for teachers to receive SDAIE training. Intensified instruction – The LEP students take an academic English class, as well as an English Language Development class. Currently we have a one hour after school tutorial program for student remediation as well as every Wednesday morning we have built into our master schedule a 40 minute block of time for students to receive additional assistance or make up tests. All students are able to take CTE courses as part of their class schedule.
6. Develop and implement programs that are coordinated with other relevant programs and services.	**Check if Yes:** [X] **If yes, describe:** The Migrant Education program sends a Migrant Services Aide to Maxwell High School at least once a month. The district also coordinates a summer school program with Migrant Education's . Additionally, the Upward Bound program is involved with this school.
7. Improve the English proficiency and academic achievement of LEP children.	**Check if Yes:** [X] **If yes, describe:** Maxwell High School has an English Language Development class to improve the English proficiency and academic achievement of LEP students.

Allowable Activities

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -
     o To improve English language skills of LEP children; and
     o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
	Check if Yes:
	 [X]
	
	 If yes, describe:
	 Currently the Colusa County Office of Education offers parent/student ESL classes on the MHS campus twice a week in the evenings. Migrant Education provides student/parents outreach for education on a wide variety of information from medical resources, educational resources, and legal resources. They sponsor workshops conferences, meetings, meals and home visits.
	
	 Additionally, the LEA reaches out to parents with the following communication translated into Spanish:report cards; monthly newsletter; and all other applicable school to home communication.

9. Improve the instruction of LEP children by providing for -
     o The acquisition or development of educational technology or instructional materials
     o Access to, and participation in, electronic networks for materials, training, and communication; and
     o Incorporation of the above resources into curricula and programs.
	Check if Yes:
	 [X]
	
	 If yes, describe:
	 Maxwell High School has improved the instruction of LEP students by purchasing the state-approved High Point curriculum, including CD's and software.
	
	 LEP students have access to the Internet for research and electronic communication. They also participate in computer classes.
	
	 These resources have been utilized in the ELD class through word processing and digital photography. In the future, Internet-based (Web) lessons will be included as a part of classroom instruction. The LEA is planning to provide each students in grades 7-12 an electronic tablet and e-texbooks for classroom and homework exercises.

10. Other activities consistent with Title III.	**Check if Yes:** [X] **If yes, describe:** In grades K-6 students are provided additional intervention tutoring in the areas of Language Arts, Math, and Reading. Additionally, SES services are provided for those K-6 students scoring Below Basic and Far Below Basic on STAR tests.

Performance Goal 2 (continued):

Parents of Limited-English-Proficient students must be notified:
All LEP students are noticed when CELDT test results are received from the state.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Maxwell School District believes that a student that is not showing success on state assessments such as CELDT or STAR will receive additional services through school based programs.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	CELDT tests
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;	Structured English Immersion classes; classroom teachers using SDAIE strategies.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	Assessment information will be utilized to make accommodations and modifications to student assignments.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	All programs are taught only in English with some support in Spanish.
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;	Reclassification of LEP students are based upon CELDT results as well as SSTs to discuss the success of the student and whether or not the staff believes the student to fluent in English.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	EL children with IEP's are still incorporated into the EL class and mainstreamed into general education classes with SADIE or CLAD teachers with additional special ed. support both in the general Ed classrooms and as a pull out class as needed. CELDT scores are included as an evaluation tool in determining the goals of the IEP. All EL programs adhere to the conditions of the IEP with regards to modifications or accommodations as needed.
h. information pertaining to parental rights that includes written guidance detailing - i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	MHS will send a letter to the parents of EL students in their primary language informing them of their rights in regard to the type of EL instruction their children receive. The letter will offer the opportunity for the parents and student to meet with the school principal to receive counseling in regard to their rights and options. Due to the small size of MHS options are very limited. Additional El instruction is offered during the school day in a class period, during the state required English period, after school in tutorial, with Migrant Education Pass packets, and in the evenings through the county office of education's EL class.

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.

A committee of teachers will evaluate the data of multiple years of CELDT scores and academic progress to determine if EL progress has been made. If sufficient EL progress has not been made, the school secretary will send notice of failure within the 30-day time frame of the failure determination.

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:	**Check if Yes:** [X] **If yes, describe:** Currently the Colusa County Office of Education offers parent/student ESL classes on the MHS campus twice a week in the evenings. Migrant Education provides student/parents outreach for education on a wide variety of information from medical resources, educational resources, and legal resources. They sponsor workshops conferences, meetings, meals and home visits
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Check if Yes:** [X] **If yes, describe:** MHS currently has one CELDT bi-lingual trained student aid to assist in the student EL class and to translate for parents and students as needed.
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Check if Yes:** [X] **If yes, describe:** Weekly in school and daily after school tutorials are currently available for migrant students to receive additional instructions. Tenth grade counseling has been available for all families inclusive of migrant families to provide academic, educational, and career guidance to both the students and the parents. The translator was available to assist. Meetings are set up during times of the day or week that are most convenient for the parent. Both Upward Bound and Cal-Soap provide academic and educational guidance toward the students they serve inclusive of migrant students. Migrant Education provides additional career and educational guidance and advocacy.
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Check if Yes:** [X] **If yes, describe:** The LEA has purchased the Hampton-Brown High Point series, along with the associated storybooks and software.
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:	**Check if Yes:** [X] **If yes, describe:** The English Language Development classes are directly attributable to the presence of immigrant youth.

	Description of How the LEA is Meeting or Plans to Meet this Requirement	
	Allowable Activities	
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:	**Check if Yes:** [X] **If yes, describe:** A SDAIE-trained social science teacher provides the civics education to LEP students.
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:	**Check if Yes:** [X] **If yes, describe:** The parents help to fundraise for college trips and activities which promote Hispanic student awareness of college and career opportunities and resources. La Raza and Mecha students from UC Berkeley visit our campus to promote higher education. Migrant Education is active in the Maxwell District. The Migrant Ed. coordinator is on campuses at least twice a month to meet with eligible students and families to coordinated educational opportunities and resources for migrant families. Counselor and coordinator meetings have been scheduled regularly for the last five years. Upward Bound has recruited Maxwell students for the last four years. Many but not all of the Upward Bound students are Hispanic. Cal-Soap has been active in Maxwell for two years and has served many of our Hispanic students.

Performance Goal 3:
By 2018-2019, 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.

Currently, all teachers within the Maxwell Unified School District are fully credentialed in their area of curriculum. Additionally, all teachers within the Maxwell Unified School District have completed training in either CLAD, BCLAD, SDAIE, OR SB1969, or SB 395 to assist our English Learner students. Planned staff development includes training in the areas of CCSS and the adoption of school wide wriitng programs and improved teaching strategies to meet the needs of our special needs students..

PAR and BTSA are additional programs used to assist either new or tenured teachers improve curriculum delivery to bring the California educational standards to each of our children.

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

Strengths	Needs
All District teachers are fully credentialed in the subject area in which they are currently teaching. All District teachers have either met SDAIE or CLAD requirements. The teachers have professional development in-services related to English Language Arts and Reading comprehension. Staff development and professional development as well as collaboration days will be provided by the district.	Further EL training to make teachers more proficient in the use of EL strategies. All teachers need to incorporate any applicable reading comprehension strategies from their in-services into classroom instruction. CCSS training Elementary school wide writing program Provide professional learning to support full implementation of the CCSS.

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
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: The District's PAR program and BTSA program have merged to provide all subject area teachers the opportunity to receive professional development training provided by highly qualified professionals. The Districts beginning teachers participate in a BTSA program with ongoing guidance of a highly trained Support Provider, and new teachers continually improve their skills through evidenced-based formative assessment activities. The Districts interns participate in the chico State University Teaching Internship Credential Program in which the receive constant support and instruction from highly qualified Professors and Support Providers similar to the BTSA Program. Each Professional Development situation is in alignment with: The California State Content Standards and academic achievement standards. California Standards for the teaching profession A standards based, systematic approach to teaching, including a focus on assessment and the use of state adopted materials The standards of high quality professional development CCSS alignment	Site Principal, BTSA Support Provider, BTSA District Coordinator, PAR panel members, individual veteran, beginning and intern teachers Ongoing	Support Provider and PAR panel member stipends, release time		University Teaching Internship Credential Program, BTSA, PAR, District General Funds Professional Development
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:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The professional development experiences offer support opportunities for all students to learn through advancing scientifically-based research on teaching quality and instruction. Individual activities vary depending on content area, but provide pedagogy skills and content knowledge intended to improve student academic achievement.	Site administration, PAR panel, BTSA coordinator, veteran, beginning and intern teachers, university personnel.		$10,000	University teaching internship credential program, BTSA, PAT, district general funds, professional development Title I funds.
New teacher and intern professional development provides a specific curriculum-focused approach integral to effective instruction. The application of this new knowledge to classroom practice is accomplished through the support of a veteran teacher or university personnel and guided through a structured formative assessment program.		Release time		
Activities are scientifically based to address key content and process components of high quality professional development to improve classroom instructional experiences.	Ongoing			
The professional development activities meet the California Standards for Professional Development.				
Utilize research-based instructional strategies and assessment tools.				
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:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The district will conduct formative assessments to measure the impact of the professional development programs on specific under-performing student populations; for example, how activities and resources apply to the special needs and success of these groups.	Site administrator; BTSA district coordinator; BTSA support provider, veteran, beginning and intern teachers, university personnel.	Conference fees	Zero	University teaching internship credential program, BTSA, PAR, district general funds, professional develpment.
All beginning and support providers receive training opportunities to learn intervention strategies and to provide differentiated instruction to students who are identified as Below Basic and Far Below Basic on state assessments.	Ongoing			
Intern teachers seeking to become highly qualified, are provided subject matter preparation coursework to demonstrate the subject matter competency necessary to teach students content standards leading to higher student achievement.				
All teachers are required to hold a BCLAD, CLAD, SB 1969 or SB395 supplemental authorization. All teachers and para-educators in our district are highly qualified under NCLB requirements.				
All teachers in our district are fully credentialed.				
Teachers analyze student work and investigate the link between instructional strategies and student outcomes.	All Staff			
A database analysis of CST and CAHSEE results to identify any students below the 50th percentile an further investigate link between instruction and student outcome.	K-6 staff			
Supplemental Educational Services (SES)				
Small group reading intervention				
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:				

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Based on the district's needs, professional development funded programs will be coordinated to address teacher learning needs for assisting all students to meet or exceed state content standards. Activities will help teachers to integrate CCSS, instructional practice, assessment, classroom management, and partnership with families and community. Activities will be evaluated in terms of increased numbers of students reaching grade level standards.	Site administration; PAR panel, BTSA team, veteran, beginning and intern teachers.	Conference fees	$2,000	University teaching internship credential program, BTSA, PAR, district general funds, professional development
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: internship program for those teachers needing to complete the Preliminary credential who have demonstrated subject matter competency.	Site administration, veteran, beginning and intern teachers; PAR panel, BTSA team.	$3,000	$6,000	PAR/BTSA, general district funds, professional development
	Additional professional development opportunities for veteran teachers desiring or needing to improve subject area content knowledge or obtain additional certification.	Ongoing			
	High quality professional development for veteran teachers (support providers) seeking to assist new teachers. Emphasis will include peer coaching, and training in understanding the Common Core Standards, and performance levels for students. Once trained, these highly qualified support providers will be available to provide classroom coaching to provide feedback to all teachers as they practice new instructional strategies.				
	Provide professional development for administrators to enable them to provide a culture of support for new teachers and continued growth for experienced teachers.	Site administration	Maintaining a list of activities of staff and administration	Minimal	District general funds
	To ensure that needs have been met, the administration will verify: completion of internship programs by beginning teachers, completion of additional subject matter courses/conferences, earning of additional certification, evaluation feedback from teacher receiving classroom coaching from highly qualified support providers, and completion of attendance by administrators to conferences specifically related to professional development.	Ongoing			

#	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: Effective use of technology to support standards-based practices is available to all teachers. Teachers can gain credits by completing online academic courses and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed state content standards.	Site administration; District digital coordinator, veteran, beginning and intern teachers. Ongoing	Computers and tablets	$50,000	District general funds, fund 17, Title I.
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.): Teachers participating in state-approved credential programs must develop, practice and provide evidence of competency in the use of specialized appropriate computer-based technology to facilitate the teaching and learning processes. Each participating teacher is a fluent critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based interactive society. Teachers use technology to manipulate and analyze data as a tool for assessing student learning. Being Digital Schools, teachers and students have access to computers and other forms of technology to enhance the learning process in all classrooms by having library computers, classroom computers and a computer lab at each site. It is planned that the district will provide a tablet to every student in grades 7-12 and a computer notebook for each of the teachers.	Site administrator; technology coordinator, veteran, beginning, and intern teachers. Ongoing	Computers and tablets	$50,000	District general funds, fund 17 and Title I
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: Administration, certificated and para-educators contribute to the planning of all district level professional development.	Administration, K-12 teaching staff and para-educators	Stipends, conference fees, presenter fees	$10,000	District funds, professional development,

Descriptions	Persons involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: • 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. To teach and address different learning styles, disabilities, special needs, of EL students. Teachers select conferences to attend. Teachers collaborate on different, successful strategies actually used. Teachers use SDAIE strategies for disabled, special needs and EL students. Those teachers who have been identified through the evaluation process as weak in classroom management, will attend conferences specifically for classroom management strategies. In addition, teachers already share management strategies they know are effective with our students. The teachers have access to CST scores to see the different levels of students achievement and use that data to modify curriculum and instruction.	Administration; BTSA team, PAR panel, K-12 staff Ongoing	Conference fees and release time	$5,000	General funds, Title I
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Support for para-educators to become highly qualified.	administration, para-educators, teaching staff.	conference fees and presenter fees	$10,000	District general funds,Title I, fund 17.
Recruit, train and retain highly qualified support providers.				
Provide release time for new teachers and interns to attend professional development as part of the state approved teacher/intern preparation program.				
Provide support provider compensation.				
Support teachers desiring to become highly qualified.				
Support opportunities for principals to attend training designed to focus on improving instructional leadership skills.				

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
PHYSICALLY: Appropriate physical environment climate control, desks, books, chairs, landscaping and upkeep excellent. SOCIALLY: Five different clubs; drama, ASB, FBLA, FFA, and Club Live. Athletic programs, dances, rallies, club and sport community activities, award presentations, music programs EMOTIONALLY: Student/teacher interactions, counseling both guidance and personal, drug/alcohol counseling, coaches and club advisers as mentors, PIP, 2nd step. INTELLECTUALLY: Challenging classes which meet UC A-G requirements, AP courses and exams when available online from university, advanced classes, standards-based curriculum, standardized testing, wide variety of classes offered for a small school. PSYCHOLOGICALLY: Individual support from teachers, staff and counselors through words, gestures, grades and opportunities.	PHYSICALLY: Additional classroom student computers and tablets for students in grades 7-12. Notebooks for teachers grades 7-12. SOCIALLY: More staff development regarding the psycho-social needs of the students and families, more appropriate parent-school interactions, more positive community mentors EMOTIONALLY: More opportunities to participate in counseling groups, more parent education classes regarding the emotional development of children and adolescents, more positive community mentors. INTELLECTUALLY: More exposure to career paths and options, more academic mentors, GATE. PSYCHOLOGICALLY: Same as emotional needs More choices in class schedules.

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

Activities

Blue and Gold Boosters
PFFA - Partners for the Future of Ag.
Back to School Nights
Student Representatives to the Bard.
ASB
Basketball Tournament
Sports Program
Shadycreek counselors and students
Career/College fairs and trips
Yearbook
District newsletter
Guest speakers
School board
Cross age tutoring
Relief for flood and fire victims
Adult translators at student and district events
Bilingual notices
Parent involvement in fund raisers
Class activities
Report cards
Progress reports
Class meetings
Standardized tests
Referrals to county agencies
Tutorial schedule during and after school
ISP contracts
Probation (academic and formal)
SST's
IEP's
Migrant Education
Online advanced placement classes
7th and 9th grade orientations
College information nights
Financial aid information night
Senior scholarship information
County nurse
County school psychologist
Colusa County behavioral health
Boys council/girls circle
DARE
Kindercamp
2nd step
PIP
Open House
Back to school nights
Student music programs
Red Ribbon Week
Detention and Saturday schools for truancy
High School sponsored community rodeo
Daily bulletin
Elementary and high school bands
Art club
Future Farmers of America (FFA)
Future Business Leaders of America (FBLA)
FFA blood drive
FBLA recycling
Sheriff's department-night campus patrols
Patriotic Observances

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
Health class graduation requirement Integrated curriculum regarding prevention red Ribbon Week Drug dog campus visits No tolerance policies Assemblies Every 15 minutes Random drug testing for extra and co-curricular events Strict drug/alcohol policies Sheriff department support Updated safety programs DARE	Staff development regarding gangs and drugs/alcohol symptoms More resources for students whose parents abuse drugs/alcohol. More foster homes Solid doors on the interior classrooms at the elementary school to secure the library if needed.

Performance Goal 4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Due to lack of responses from parents throughout Colusa County we are not longer participated in TUPE or the Healthy Kids Survey.

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		
The percentage of students who have been truant will decrease annually by from the current LEA rate shown here. 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	%	%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date:** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	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 a. Health class b. Guest speakers 3. Assemblies/Rallys d. Zero tolerance policies e5. Drug cessation programs through Glenn County Health Department f. random drug testing (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Random drug testing.	a. Not to have a single student test dirty for any type of drugs.	Two students were found to have possession of marijuana and only one of them tested dirty.

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:	"To Good For Drugs"
Program ATODV Focus:	A, TO, D, V
Target Grade Levels:	K-12
Target Population Size:	All Staff
Purchase Date:	Fall 2003
Staff Training Date:	Fall 2003
Start Date:	Jan. 2004

Program 2	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 3	
Science Based Program Name:	
Program ATODV Focus:	

Target Grade Levels:

Target Population Size:

Purchase Date:

Staff Training Date:

Start Date:

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
[X] After School Programs		K-6
[ ] Conflict Mediation/Resolution		
[X] Early Intervention and Counseling		K-8
[ ] Environmental Strategies		
[ ] Family and Community Collaboration		
[ ] Media Literacy and Advocacy		
[X] Mentoring		K-12
[X] Peer - Helping and Peer Leaders		9-12
[X] Positive Alternatives		K-6
[X] School Policies		K-12
[ ] Service - Learning/Community Service		
[X] Student Assistance Programs		K-12
[X] Tobacco - Use Cessation		9-12
[ ] Youth Development Caring Schools Caring Classrooms		
[ ] Other Activities		

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

The LEA may - but is not required to - designate and list the promising or favorable programs (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:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
Program 2
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
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.

[ ]

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.

We do not receive TUPE funds

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.

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.

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.

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.

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

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	1. Increased numbers of remedial education opportunities, i.e., summer school, exit exam math and Enlgish classes, elective math and English remedial classes, after school credit recovery . Addditionally, all students having below a 2.0 GPA are required to attend after school tutoring for assistance/remediation but all students may attend as they wish. 2. Increased education on abstinence and laws to help prevent pregnancy. AP courses are available online to all junior and senior students that wish take them,
Students Served	the student being served are at risk students or either not making enough credits to graduate, or have not passed the CAHSEE, or are Below Basic or Far Below Basic on state assessments. All students have access to programs.
Timeline/ Person(s) Involved	Ongoing Site principal, counselor, and teaching staff
Benchmarks/ Evaluation	Test Scores Increased CAHSEE passage rates and levels of profiency on STAR assessments. Lee teen pregnancy
Funding Source	MIgrant Education Local agency provides service Colusa county One Stop
5.2 (Dropouts)	
Activities/Actions	Pregnancy prevention activities and programs, support for pregnant and parenting teens. Continued support for graduation/GED - refer to other county agencies such as Drug/Alcohol and Adult Education. Reduce gang involvement.
Students Served	All Students, EL or otherwise
Timeline/ Person(s) Involved	Ongoing Site principal, counselor, and teaching staff.
Benchmarks/ Evaluation	No dropouts
Funding Source	LEA general funds, community and county agencies.
5.3 (Advanced Placement)	

Activities/Actions	Junior and senior students may sign up for online AP courses that are offered throgu BYU University.
Students Served	All AP eligible students
Timeline/ Person(s) Involved	Ongoing Site principal, counselor , and teaching staff.
Benchmarks/ Evaluation	Test scores, grades, and numbers of students taking and passing AP courses.
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.

Due to the hgih percentage of students receiving free/reduced lunches and are LEP students all title I money is allocated to the elementary school to service the students in grades K-6. (62%)

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

Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:
    ○ 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.
	We have chosen as our eligibility criteria the amount of students receiving free or reduced lunches.

Describe how the low-income measure described above is used to rank and select schools to receive Title I funds
    ○ 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.
	We only have two schools in our district. While we do not meet the 75% threshold we feel that early intervention will help our students become more successful as theymove through the grades.

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.

All district Title I funds are utilized at the elementary school due to the large number of low income families that qualify for the free/reduced lunch program. Additionally, it has been determined that the elementary school has the larger number of low performing EL students and we feel that this grade span is the most in need of additional support. The high school (grades 7-12) is a targeted assistance school but utilizes only genral district funds to support our low income and EL students.

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.	Both schools perform indepth needs assessments to monitor student achievement on state assessments. the staffs then use this information to modify and make accommodations to the curriculum to help the students succeed. Small class sizes, during school and after school tutorials, reading intervention groups, ability level groupings in math and reading. At the high school students that have below a 2.0 GPA must attend after school tutoring, Saturday schools are also utilized if necessary for student remediations and attendance recovery. Elementary strategies include small class sizes through ability level grouping, SES tutoring, intervention groups in Reading and math. All teachers and para-educators have been classified as highly qualified and meet NCLB requirements. Staff members have receied staff development in differenientiated instruction, RTI, CCSS, TAPPLE, SDAIE strategies. Daily bulletins, weekly bulletins and newsletters are sent to the parents. Most documents are sent out in both English and Spanish. Parent/student orientations are held, Back to school nights, open house, athletic events are all part of our efforts to improve parental involvement. Preschool are assisted by our annual Kinder Camp which is held the first week of August each year prior to the opening of school. This helps those students pre[are for Kindergarten. Each student receives a back pack and school supplies to start the new year. SES provided turoing, afterschool tutorial, teacher held remediation sessions, additional English and math classes.

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.	No Title I funds are spent at the high school. We service those students needing additional services through the use of general funds.

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	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: ○ 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.	N/A
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.	
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.	

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."

Maxwell is a small rural school district consisting of two schools. The elementary school is a K-5 school with approxiamtely 185 students and the high school is a necessary small high school with a student population of approximately 165 students.

Program Improvement (PI) - Parent Notification	
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.	The elementary school notifies parents at the beginning of the school year about their program improvement status in title I and Title III In this mailing the parents are notified of the regulations regarding school choiice.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	We offer school choice but because we are a small district with only one elementary school parents would rather keep their children in our elementary school than take them to our neighboring district. We provide students that score in the Below Basic and Far Below Basic ranges on the state assessments additional tutoring through the SES program and pull-out intervention groups to remediate specific academic needs.

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."

The district has set aside 10% of all Title I monies to pay for professional development for staff.

Highly Qualified Teachers

Highly Qualified Teachers	
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.	Maxwell Unified School District has almost zero turn over in its teaching staff. If a teacher does not meet the criteria for being a successful teacher they are given professional growth opportunities within the first two years of their employment. Assistance by the BTSA provider is given to help the tacher improve his/her skills. Teachers are aske dto attend conferences, in specific growth areas. Teachers are also paired with a veteran teacher to observe and learn from them. All employees in our district highly qualified according to NCLB requirements. New teachers hired into the district are required to be NCLB qualified.
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.	Site administrator funds are available for printed material for parents. Parents are encouraged to be involved in SSC, PTO, volunteering in the classroom. We utilize funds for newsletters, bulletins, special parent activities and programs through out the year.

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.

All preschool programs are controlled by the Colusa County office of Education. Our district only provides food services for their program.

Increased Program Effectiveness	
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: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	a. Not provided by our district. b. Not provided by our district. c. Not provided by our district. d. Not provided by our district. e. We provide a week long Kinder camp transition program for preschool students. f. Our district provides services for at risk students as needed. All of the programs with the exception of the special education programs are provided for our students by Maxwell School District. We are part of a special education SELPA in which all of the district within Colusa County are a member. Therefore there is not duplication of services.

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).

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:
   o 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
   o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   o 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.
   o 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

Ronald G Turner	17 April 2013	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Apppendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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

2.1 Performance indicator: The percentage of limited - English - proficient
Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

Appendix B

Links to Data 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

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

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	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							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	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,

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

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

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	298	276	257	137	117	111	3	2	1	2	2	2
Growth API	776	765	755	824	814	801						
Base API	771	776	765	823	824	813						
Target	D	D	D									
Growth	5	-11	-10	1	-10	-12						
Met Target												

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	144	146	130	101	67	76	173	177	156	32	30	25
Growth API	735	721	719	697	667	690	733	730	723		531	589
Base API	712	734	720	677	695	667	712	732	729		552	531
Growth	23	-13	-1	20	-28	23	21	-2	-6			
Met Target												

Appendix F

District & Student Performance Data

Table 2: Title III Accountability

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	84		618
Percent with Prior Year Data	95.2		98.7
Number in Cohort	80		610
Number Met	58		345
Percent Met	72.5		56.6
NCLB Target	53.1	54.6	56.0
Met Target	Yes		Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	63	35			517	226
Number Met	21	16			85	94
Percent Met	33.3	45.7			16.4	41.6
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes			No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		No
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		No
Met Target for AMAO 3	No		No

District & Student Performance Data

Table 3: English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	113	115	91	64	58	51	--	--	--	--	--	--
Percent At or Above Proficient	51.6	53.5	46.9	69.6	64.4	62.2	--	--	--	--	--	--
USD, UHSD, COE	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0
Met AYP Criteria	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	43	51	35	22	20	18	54	62	43	5	3	5
Percent At or Above Proficient	37.7	44.3	35.0	26.8	33.9	26.5	40.3	42.8	34.7	17.9	12.5	22.7
USD, UHSD, COE	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0	56.0	67.0	78.0
Met AYP Criteria	No	Yes	No	No	No	No	Yes	Yes	No	--	--	--

Appendix F

District & Student Performance Data

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	100	99	99	100	100	100	100	100	100	100
Number At or Above Proficient	139	121	111	61	60	57	--	--	--	--	--	--
Percent At or Above Proficient	64.1	56.3	57.2	67.0	66.7	69.5	--	--	--	--	--	--
USD, UHSD, COE	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**
Met AYP Criteria	Yes	No	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	100	100	99	100	100	99	100	100	93	100	100
Number At or Above Proficient	70	54	48	48	26	31	74	69	61	7	8	7
Percent At or Above Proficient	61.9	47.0	48.0	59.3	44.1	45.6	55.6	47.6	49.2	26.9	33.3	31.8
USD, UHSD, COE	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**	**56.4**	**67.3**	**78.2**
Met AYP Criteria	Yes	No	No	Yes	No	Yes	Yes	No	No	--	--	--

Appendix F

District & Student Performance Data

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							********	***			********
1			4	29	6	43	3	21	1	7	14
2			1	10	8	80	1	10			10
3			1	10	9	90					10
4			5	45	4	36	1	9	1	9	11
5			3	27	7	64	1	9			11
6	1	13	2	25	2	25	2	25	1	13	8
7	3	33	4	44	2	22					9
8	4	57	2	29			1	14			7
9	********	***									********
11	2	29	1	14	4	57					7
12					********	***					********
Total	11	12	23	25	44	48	10	11	3	3	91