

Application #

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

SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Local Educational Agency (LEA): Lassen View Union Elementary School District
County/District Code: 52-71563
Dates of Plan Duration: 7/2013 - 6/2019
(should be five - year plan)
Date of Local Governing Board Approval: 11/18/2013

LEA Information:

Superintendent: Mancill Tiss
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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.

Mancill Tiss
Printed or typed name of Superintendent 11/18/2013 _____
Date Signature of Superintendent

Bruce Lindauer
Printed or typed name of Board President 11/18/2013 _____
Date Signature of Board President

**Single School District Plan
Lassen View Union Elementary School District**

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Part I Background and Overview

Background

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

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

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

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

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

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

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

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

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

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

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

Descriptions of the Consolidated Application, the SPSA, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The 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.

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.

Role of School Site Council

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

Composition of School Site Council

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

The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state - level oversight is accomplished in part by conducting on - site reviews of eighteen such programs implemented by local schools and districts. 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 Single School District (SSD) Plan

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

Planning Checklist for SSD Plan Development

SSD Plan - Comprehensive Planning Process Steps

- 1. Measure effectiveness of current improvement strategies
- 2. Seek input from staff, advisory committees, and community members.
- 3. Develop or revise performance goals
- 4. Revise improvement strategies and expenditures
- 5. Local governing board approval
- 6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

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

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

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

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		113721	106389	93
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		23422	23422	100
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		3632	3632	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)				
Title VI REAP	3138	13696	16834	100
Total	3138	154471	150277	97

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				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Common Core Implementation Fund		61896	61896	100

Part II

The Plan

Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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 - Program Planning

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

District Profile

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 SSD Plan.

DISTRICT VISION AND MISSION

Lassen View School strives to promote success and positive self esteem for all students. Our goal is to maintain positive self esteem for all students and to maintain and continue to support our core curriculum and special programs at Lassen View. These programs have been instituted to provide a varied and well rounded educational experience in the basic skills of reading, math, language, and the sciences in addition to exposure in the areas of music, physical fitness, art and computer science.

At Lassen View, we continually develop and update our core educational program to make learning a part of the real world. We hope to instill in our students a life-long thirst and appreciation for learning. We strive to prepare our students to become worthwhile and productive citizens of the future. Students will receive the education foundation that will prepare them to go to college if they so desire.

Lassen View has embraced the concept of No Excuses University by actively promoting a comprehensive model of college readiness to all students the moment they begin elementary school. Each classroom has adopted a college or university and the students have been provided t-shirts reflecting the No Excuses theme at Lassen View as well as other activities promoting college and higher education.

The schools' educational goals revolve around the Common Core State Standards. The staff, board and site council all believe it is imperative that all students receive an education that prepares them for successfully passing the California High School Exit Exam and for successful lives.

The Lassen View Mission statement is "Opening the door to lifelong success". Together with our community we provide a well-rounded education and inspire students to become successful, contributing members of society through: demonstrating respect, increasing knowledge, supporting collaboration, achieving beyond the standards, exhibiting integrity, being accountable, responding to a culture of high expectations and embracing diversity.

DISTRICT PROFILE

Lassen View Elementary District is a small two-school district consisting of one K-8 elementary and one K-8 Community Day School. It is located in a rural farming area and is a central focus of the community. All of the students are bused to school or brought by parents as it is located on a busy highway. Many of the students' parents and grandparents attended Lassen View Elementary and there is much local pride in the school.

Lassen View Elementary has approximately 300 students in K - 8th grade with a total of 14.55 classroom teachers, which includes 1 Physical Education teacher and a 1/2 time music teacher. Lassen View Community Day School is located on the campus in a separated location and serves students who have been expelled or placed by the school or court. It has one teacher and a total of 3 students.

Lassen View has an excellent reputation within the county and receives more interdistrict requests each year than it can accommodate. The district has been able to increase its scores on the state testing program each year. It is a Title I Schoolwide school and SBCEP district and has chosen to block grant federal programs under REAP which has given the district greater flexibility.

The schools' educational goals revolve around the California Content Standards, transitioning to Common Core Standards. The staff, board and site council believe it is imperative that all students receive an education that prepares them for successfully passing the California High School Exit Exam and for successful lives.

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

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

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

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

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

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

The district has adopted the County-wide policy for identification of children most in need of services. It uses a tracking sheet for each student, has twice-monthly teacher articulation days to discuss the progress of students, and makes constant use of Student Study Teams to evaluate individual students. When necessary, students are referred for further assessment by the Special Education team.

Data will be collected to measure student achievement through STAR, LEXIA, CORE 5, Data Director, K-3 Reading Results, LV writing genres, CELDT Assessments. Pearson ELA assessments (7th-8th) and CA Treasures assessments for Language Arts. STAR tests, Saxon weekly tests, Accelerated Math Diagnostic Tests, McDougal-Littel & CPM Math for 7- 8th and Math adoption chapter tests will be used to evaluate achievement in Mathematics. K-3 students needing extra help in reading will be given additional instruction Reading Mastery.

Performance Goal 1A:

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

School Goal 1A: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All students will reach high standards, attaining proficiency or better by 2013-2014.	
Student groups and grade levels to participate in this goal: All Groups K-8	Anticipated annual performance growth for each group: 5%
Means of evaluating progress toward this goal: K-1 Report card testing/writing rubrics/journals/ Reading Results testing 2-3 CST/performance learning booklet, Results testing K-6 California Treasures assessments / CST/STAR tests / Accelerated Reading 7-8 STAR Reading / Class assessments K-8 LV writing prompts - 5X yearly 1-8 STAR Reading	Data to be collected to measure academic gains: STAR, Lexia Core 5, Data Director, State testing, Study Island, K-3 Reading Results, CA Treasures assessments / Treasure writing prompts / Accelerated Reader. Reading Mastery.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Continue to align LA materials with common core standards	All teachers 8/13-6/14 TCDE consultants Principal School Leadership team			
Curriculum mapping to emphasize covering essential standards	All teachers 8/13-6/14 TCDE staff			
Refine report card to reflect student mastery of common core standards	All teachers 8/13-6/15 Principal	Printing	\$100	General Fund
Teacher evaluations will focus on the standards	Principal / teachers - ongoing			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: Integrate Social Science and Science, Visual & Performing Arts curriculum with LA and tie to common core standards</p> <p>Regularly examine student work samples to ensure that students are mastering grade level standards.</p> <p>Grade level and curriculum teams meet on TAD days to collaborate on ways to improve instructional strategies for all subgroups.</p> <p>Use Accelerated Reader which is an online program to support differentiated instruction</p> <p>Emphasize vocabulary development Post common core Standards in every classroom for students to see.</p> <p>LEXIA Core 5 for K-6</p> <p>Study Island Plan field trips to augment instruction</p> <p>3. Extended learning time: Parent / Child activities</p> <p>Encourage participation in SERRF program after school Train parents to better assist students with homework, Use of homework hotline (Remind 101).</p> <p>Establish targeted intervention opportunities before, during, and after school for students not meeting standards. Reading Mastery instruction K-3 students from 12-2 Monday through Thursday Tutoring by staff after school- target basic and below basic students</p> <p>Purchase classroom and library books / Magazine subscription. Library Aide / Library Compliance Contract</p>	<p>K-8 Teachers / principal /ongoing TCDE</p> <p>K-8 teachers</p> <p>K-8 teachers / principal</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers TCDE</p> <p>Teachers</p> <p>Teachers Teachers</p> <p>K-8 teachers / ongoing Principal / parents</p> <p>SERRF Staff Parents /</p> <p>Teachers Paraprofessionals</p> <p>Library Aide Library Aide</p>	<p>Inservice</p> <p>Materials 3 yr. contract 6/30/15</p> <p>Printing</p> <p>Materials 3 yr. contract 8/31/16</p> <p>Materials Field trips</p> <p>Workshop Newletters</p> <p>Teacher stipends Materials</p> <p>Online Subscription Salary/benefits</p>	<p></p> <p>\$200</p> <p>\$4860</p> <p>\$1800</p> <p>\$6313</p> <p>\$600 \$8396</p>	<p>Common Core Funding</p> <p>SBCP Carryover</p> <p>General Fund Booster Club</p> <p>General Fund</p> <p>SBCP carryover REAP-Title VI</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Cross Age Reading Buddies	teachers			
<p>4. Increased access to technology:</p> <p>Upgrade school wiring</p> <p>Upgrade classroom computers</p> <p>Provide Chrome books (tablets) for classroom use</p> <p>Provide Elmos in all classrooms & library Use of listening centers in primary grades. Use of Data Director to manage and analyze statewide, benchmark and classroom assessments and pinpoint areas needing improvement- need computer based test program that matches report card. Provide ability for teacher to override passwords United Streaming / Folette Computer System</p>	<p>Teachers / Principal/Ongoing tech support</p> <p>County Dept. of Education Administration Maintenance</p> <p>Administration Tech support</p> <p>Administration Tech support</p> <p>Done Done Administration Teachers</p> <p>Tech support Library Aide / Tech Support/ admin</p>	<p>Contracts</p> <p>2 I-Pads, 8 Chrome books</p> <p>Chrome books</p> <p>Contracts</p>	<p>\$78,574</p> <p>\$3700</p> <p>\$22,500</p> <p>\$1,600</p>	<p>Fund 40 - Capital Outlay</p> <p>Walmart Grant</p> <p>Common Core Funding</p> <p>REAP - Title VI</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Establish and support professional development offerings focused on improving student learning in reading and writing that are explicitly connected to the school/district improvement plan.</p> <p>Continue district-wide collaboration time for teachers to plan for effective standards-based instruction and assessment - TAD days (Teacher Articulation Days) - minimum day schedule two Mondays /month.</p> <p>Three staff development days offer training based on needs of students as indicated on state and local assessments</p>	<p>School leadership team TCDE</p> <p>School Leadership team Teachers</p> <p>Teachers / Administration TCDE</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Whenever the district adopts new standards-based reading materials, all teachers will participate in professional development related to their use.</p> <p>Use County Department of Education consultants for identified needs</p> <p>Send staff to workshops and trainings for identified needs</p> <p>District Administrator will participate in training by TCDE New teachers will participate in BTSA, with activities that focus on the use of standards-bases reading materials.</p>	<p>Teachers / principal Linked to adoption cycle</p> <p>TCDE / School Leadership Team</p> <p>Teachers School Leadership Team</p> <p>Principal - ongoing</p>	<p>Consultant/presenter fees</p> <p>Workshop fees</p> <p>BTSA fees</p>	<p>\$1600</p> <p>1600</p>	<p>Part of TCDE Administration contract General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Accelerated Reading online - Parents able to monitor student progress online.</p> <p>Use of parents as volunteer classroom aides. Provide parent trainings Back to School Night and seasonal programs</p> <p>The district (with a waiver from the state for one site council for two schools) will maintain a Site Council with staff, parents and community representatives. The council receives reports on overall student assessment results in reading. Site Councils also contribute input on how to improve school reading programs.</p> <p>Parent/teacher conferences at least 1X/yr. and report cards. Each parent will receive his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>A Strategic Planing Committee (consisting of parents, staff, board, and community members) revisits shool mission and goals every two years.</p> <p>Week at a Peek newsletter to parents. Web site that provides up-to date information, including District Single Plan, meetings, School Accountability Report Card, Uniform Complaint Policy, Booster Club information. An electronic, lighted Marquis with current events.</p>	<p>Teachers Parents</p> <p>Teachers Parents</p> <p>Site Council Administration</p> <p>Parents / teachers Administration</p> <p>Parents / teachers Administration/Board</p> <p>Administration / Staff</p>	<p>Contract through 6/30/15</p> <p>Printing / mailing costs</p> <p>Printing / staff time</p>	<p>\$150</p> <p>\$3,000</p>	<p>General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Each parent will receive a parent handbook yearly, stating the State Content Standards for that grade level and home activities available for parents to help his/her child improve academically.</p> <p>Increase parent and community awareness, learning and involvement in the improvement of their child's/other children's reading and writing abilities.</p> <p>Homework Hotline / Remind 101 Teachers can e-mail and text parents. Weekly e-mail reports (7th-8th). Text/All-Call Bulletins from District. Daily Planners</p>	<p>TCDE Office Staff</p> <p>Teachers / Parent involvement committee</p> <p>Teachers / Administration</p>	<p>Printing and Staff costs</p> <p>All Call bulletins</p>	<p>\$1,200</p> <p>\$750</p>	<p>General Fund</p> <p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Services include speech pathology, school nurse, counseling support, resource teacher and program coordinator. Contract with county COOP for categorical support</p> <p>Title I and Title III Para-educators will work in classrooms to assist teachers in helping students acquire reading skills. Plan field trips to augment instruction</p> <p>Continue to implement after-school SERRF program.</p>	<p>TCDE - SELPA</p> <p>Administration TCDE COOP</p> <p>School Leadership team Teachers</p> <p>TCDE / administration</p>	<p>Contracts</p> <p>Contracts</p> <p>Salaries</p> <p>Bus / Driver / fees</p> <p>Facility Use</p>	<p>\$78,641</p> <p>\$2,500</p>	<p>Title I</p> <p>Booster Club</p>
<p>8. Monitoring program effectiveness: TAD days are frequently devoted to examination of local and state assessment data by grade level and curriculum.</p> <p>Use of Data Director to track student progress. Test data and API results will be used to monitor programs and drive changes in instructional practice when needed. The district will have a District Plan for Student Achievement and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p> <p>Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed. Writing prompts five times a year</p>	<p>Teachers / Administration</p> <p>Administration / teachers</p> <p>Site Council / Board COOP</p> <p>Teachers / Administration</p>	<p>Salaries / Benefits</p> <p>Contract</p>	<p>\$1741</p>	<p>General Fund / portion of salaries</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Reward results with Star Celebration based on CST scores (Rising Stars -increased scores, All Stars - proficient & advanced). Celebration to be modified to augment new standards testing.</p> <p>Student charts in cafeteria</p> <p>Attendance improvement and honor roll rewards</p> <p>AR Reading Goal pizza & reward.</p>	<p>Administration / teachers</p> <p>Teachers / Administration</p> <p>Teachers / Administration</p> <p>Teachers / Administration</p>	<p>Awards / Refreshments</p> <p>Awards</p> <p>Awards</p>	<p>\$1020</p> <p>\$3000</p> <p>\$750</p>	<p>General Fund</p> <p>General Fund</p> <p>Booster Club</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Reading Mastery K-3 for identified students</p> <p>Use of bilingual and other aides</p> <p>Tutoring after school</p> <p>Students scoring below proficient on the CST will receive additional help from school staff and curriculum modifications in classroom..</p> <p>Use of Lexia, Math Facts (7th-8th) for remediation.</p>	<p>Paraprofessional</p> <p>Teachers / Paraprofessionals</p> <p>Teachers</p> <p>Teachers / Paraprofessionals</p> <p>Teachers</p>	<p>Salary/benefits</p> <p>Salaries</p> <p>Stipends</p> <p>Materials / Contracts</p>	<p>\$4320</p>	<p>Title I</p> <p>Listed on #3</p>
<p>10. Any additional services tied to student academic needs:</p> <p>No Excuses University-encourages student success in all academic areas.</p> <p>The Tehama County Department of Education offers assistance with individuals with special needs.</p>	<p>Teachers / Administration</p> <p>Resource Teacher & aide</p>	<p>T-shirts and associated costs</p> <p>Contract / SELPA</p>	<p>\$1500</p> <p>\$16,090</p>	<p>Donations / General Fund</p> <p>Special Education</p>

Performance Goal 1B:

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

School Goal 1B: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Increase student Achievement in Mathematics on California Standards Tests.	
Student groups and grade levels to participate in this goal: All groups, grades K-8	Anticipated annual performance growth for each group: 5% increase in student proficiency.
Means of evaluating progress toward this goal: Enter data by subgroup into Data Director Use TAD days to monitor progress Grade level assessments Saxon Assessments STAR testing - 3x yearly Accelerated Math goals Study Island Common Core tests Oregon Math Ed Helper Math Facts in Flash Master of Math Facts Math program Timez Attack	Data to be collected to measure academic gains: STAR tests Saxon tests - State math adoption Accelerated Math Lexia Core 5 Common Core Standards tests Study Island

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Principal will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Teacher evaluation will focus on the standards Purchase textbooks and supplemental materials aligned with the common core standards. Research Saxon new curriculum Development and/ or use of common core based assessments Transition from California Standards	TCDE / principal Principal / teachers' Assoc. Teachers / Administration TCDE Teachers / Administration	Materials		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: The district will purchase materials on the State-Adopted List (K-8) or aligned with the Common Core Standards. Common Core Standards will be posted in every room for students to see. Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards</p> <p>The district will collaborate with agencies that offer preschool programs;</p> <p>Use of paraprofessionals for leveling of mathematics core program Teachers will align their course content in Mathematics with the common core standards.</p> <p>Transitional Kindergarten materials will be purchased to meet the state requirements for differentiated instruction. Study Island Align Report Card with Common Core Standards</p> <p>3. Extended learning time: The district will offer/collaborate with agencies that offer preschool programs. The district will participate in the Homework program (SERRF) so that students can get help after school with mathematics Teachers will provide before and after school tutoring to at risk students.</p>	<p>Teachers / administration</p> <p>Administration / TCDE</p> <p>Teachers</p> <p>Teachers / Administration Head Start Staff / Preschool Providers / TCDE</p> <p>Teachers/Paraprofessionals</p> <p>Teacher / Administration TCDE</p> <p>K teachers</p> <p>Teachers</p> <p>Teachers / Administration</p> <p>TCDE / Headstart</p> <p>SERRF staff / teachers</p> <p>Teachers</p>	<p>Materials / New Adoption</p> <p>Printing</p> <p>Salaries</p> <p>Materials</p> <p>Materials</p> <p>Printing</p> <p>Facility / materials use</p> <p>Tutoring Stipends</p>	<p>\$32,500</p> <p>\$52427</p> <p>\$1200</p> <p>\$100</p> <p>\$4475</p>	<p>Common Core Funding</p> <p>Listed under LA</p> <p>Title I</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>4. Increased access to technology: Use a variety of math activities to reinforce and track the Math Content Standards: Accelerated Math, Oregon Math Use of videos/ computer programs to stimulate interest in topics Use of Computer for Star Math</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Materials</p> <p>Materials / contracts</p> <p>Contract through 6/30/15</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: The district's administrator will participate in AB 75 training, with a module specifically devoted to mathematics. Whenever the district adopts new common core standards-based mathematics materials, all teachers will participate in professional development related to their use. Staff development will be school-wide based on student and staff needs New teachers will participate in BTSA, with activities that focus on the use of standards-bases math materials.</p>	<p>Done Teachers / Administration Consultants / TCDE Administration / staff New teachers / mentors</p>	<p>Consultants/ fees/ travel Fees</p>	<p>\$6896 \$1600</p>	<p>Common Core Funding General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The district (with a waiver from the state for one site council for two schools) will maintain a Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in mathematics, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school mathematics programs. Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them. Each parent will be invited to at least one parent conferences, at which teachers discuss the mathematics program and assessment results. Each parent will receive a parent handbook yearly, stating the Content for parents to help his/her child improve academically. Staff will continue to develop a Standards-based report card to report student progress to parents. Transition from California Standards to Common Core Standards. Weekly newsletter to parents, Homework hotline, texts, e-mail progress reports Family Math night Web site that provides up-to date information, including District Single Plan, Tecnology plan meetings, SchoolAccountability Report Card, Uniform Complaint Policy, Booster Club information. An electronic, lighted Marquis with current events.</p>	<p>Site Council / Administration Administration Teachers / Administration / Parents TCDE / Administration Teachers / Administration Administration / teachers Administration / teachers / parents / students</p>	<p>Mailing Costs Printing Costs Printing Costs Printing Costs / Contracts Materials / Food / prizes</p>	<p>\$100</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
A Strategic Planning Committee (consisting of parents, staff, board, and community members) revisits school mission and goals every two years.	Administration/Parents/Staff/Board			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Title I & III Para-educators will work in K-3 classrooms to assist teachers in helping students acquire math skills.</p> <p>Paraprofessionals needed in grades 4-6 for basic math skills.</p> <p>Continue to offer after-school SERRF program and encourage low performing students participation.</p> <p>Provide tutoring before & after school for "at risk" students.</p>	<p>Teachers / Paraprofessionals</p> <p>Administration / SERRF staff</p> <p>Teachers</p>	<p>Paraprofessional Salaries</p> <p>Facility / materials use</p> <p>Stipends</p>		
<p>8. Monitoring program effectiveness:</p> <p>The district will participate in all phases of the State's standards-based assessment system, including common core. Test data will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>The district will have a District Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions. Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p> <p>Classroom teachers will align their classroom assessments to the standards.</p> <p>State and local test results and student progress will be monitored using the District Policy on program effectiveness</p> <p>STAR Test awards</p>	<p>Board / Administration/ Teachers</p> <p>Teachers / Administration Site Council</p> <p>Teachers / Administration/ Site Council / Board</p> <p>Teachers</p> <p>Teachers</p> <p>Administration / Board</p> <p>Administration</p>	<p>Awards</p>	\$680	General Fund
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Research & use methods to motivate low-economic and ELL subgroups</p> <p>Students in grades 2-6 scoring below the 50th percentile in mathematics will receive extra help from paraprofessionals and tutoring before & after school.</p>	<p>Administration / Teachers / TCDE</p> <p>Teachers / Paraprofessionals</p>	Paraprofessional Salaries		Listed under #2

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Students scoring below proficient on the CST will receive differentiated instruction from school staff.	Teachers			
10. Any additional services tied to student academic needs: The Tehama County Department of Education offers assistance with individuals with special needs.	Resource & Speech teachers	Contracts with SELPA	\$10,727	Special Education

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.

School Goal 2: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Increase the % of LEP students testing intermediate or higher on CELDT and proficient in California Standards Test (CST)	
Student groups and grade levels to participate in this goal: English Language Learners K-8	Anticipated annual performance growth for each group: 5%
Means of evaluating progress toward this goal: K - Monitor classroom participation and oral language, reading results, grade level assessments. 1-3 Grade level assessments, Accelerated Reader, Reading Results LV writing prompts CELDT test will be used as the primary indicator of English proficiency to determine initial assessment upon enrollment and as an annual assessment of progress in the acquisition of English until students are reclassified to FEP status. Daily Observations Solom	Data to be collected to measure academic gains: CELDT test, STAR Reading tests, CST, Data Director, Lexia, Study Island

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>The district utilizes state adopted materials for English Language Development that are aligned with recognized research in effective language acquisition and uses other funds in addition to Title III to accomplish the following:</p> <p>a. Lassen View provides programs incorporating English Language Development to help students learn English and Specially Designed Academic Instruction in English to help students master the state academic content standards. All teachers have been trained in SB 1969 or are CLAD certified. The Structured English Immersion programs provide instruction primarily in English, and include a sequential ELD program and sheltered English content with primary language support as needed. The English Language Mainstream programs provide instruction in English targeted to grade level standards. Students are provided appropriate additional services to ensure access to the core curriculum. Tutorial help is available as needed.</p> <p>b. Title III funds are used to provide instructional materials for English Language Development and materials designed to help ELs access the core curriculum. Funds are also used to provide training for teachers in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet the state standards in reading and math.</p>	Paraprofessional	Salary / Benefits	\$6249	Title III

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> a. meeting the annual measurable achievement objectives described in Section 3122 b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B)) c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>All students, including all LEP students, will participate in the statewide assessment program including the CA Standards Tests (CST) in reading and math to measure students' progress towards proficiency. Teachers will submit reports on all at risk students including LEPs every three weeks on their academic progress in core curricular areas. The core reading program has ongoing mastery assessments at each level. Statewide targets in reading and math will be applied to significant subgroups of LEP students to determine whether LEP students have made adequate yearly progress. Results will be reported to the School Site Council and the Board, to parents and the community in the school and district accountability report cards and posted on the internet. The CELT test will be used for initial assessment and administered annually to measure LEP students' progress toward English proficiency. A computer program has been purchased for tracking progress and for standards based assessments.</p>				
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>The district will invite parents of LEP students to serve on advisory committees and to attend meetings to discuss and evaluate programs and services. Bilingual aids are available by telephone or to act as translators. Parents of all assessed students will annually be given written notification in the primary language of the results of their student's English and primary . These sample documents are maintained in our English Language Learner Master Plan.</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency - Academic achievement in the core academic subjects <p>All LEP students are assessed with the CELDT annually to determine their level of English proficiency. The number of students who are progressing through the levels of English acquisition will be monitored to determine the program's effectiveness.</p> <p>All ELL students are assessed with the CST annually to determine their level of proficiency in Mathematics and Reading/Language Arts. Students scoring BASIC and above will be determined to be "proficient" in these subjects. Our goal is to increase the percentage of student who are proficient as shown on the chart in Appendix F.</p>				
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children <p>The District will maintain adequate authorized staff to teach ELD and</p> <ul style="list-style-type: none"> b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students <p>District will provide training on: CELDT administration; Edusoft student management system implementation; ELD curriculum alignment to standards and sheltered second language instructional strategies; and accountability data on the evaluation of the ELD program.</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills</p> <p>District will provide training in research based instructional methods for ELL studunts.</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <p>The long term effect will be a system that can quickly identify EL student needs and provide appropriate instructional intervention for students that ensures their attainment of English proficiency in a reasonable time frame.</p>				
Allowable Activities				
<p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>The district will participate in the Tehama County Title III consortium advisory which provide information and training relative to the most recent information on new state and federal ELL requirements</p>				
<p>7. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>: a.) ELL students who are not making progress in the regular ELD program, will receive additional opportunities to learn English before/after school or in summer intersession programs. It is expected that students who enter the district at a “Beginner level” will be reclassified within 5 years of ELD instruction.</p> <p>b.) Student Appraisal Team monitors the progress of ELL students and identified students who need additional “intensified instruction” with the assistance of a bilingual aide.</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>8. How programs for English Learners are coordinated with other relevant programs and services</p> <p>The Student Appraisal Team reviews each student's progress and determines the need for coordination with other services such as Special Education and Title I staff.</p>				
<p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>The district maintains an ELL folder for each EL student and monitors their progress on an annual basis. State assessments (CELDT, CST), local assessments (Solom, Adept, Woodcock-Munoz), grades, and teacher evaluations are recorded in their ELL folder and reviewed annually. A list of students reclassified and monitored is maintained. ELL students progress is compared to non-ELL students to ensure that the program is continuing to close the gap.</p>				
<p>10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families -</p> <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <p>The district will continue to implement a student information system which monitors student's progress in the classroom, school, and district levels and enables teachers to provide specific interventions for individuals or groups of students that are standards-based materials and informs parents through internet access to their students' progress. Parents participate in meetings of the ELAC advisory groups and Migrant Ed PAC.</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>11. Efforts to improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>The electronic network of schools/districts participating in the Title III consortium is maintained to ensure the districts in Tehama are coordinating and sharing their expertise. This extensive monitoring system will keep the district informed about the progress of students and ultimately the needs of the district regarding program effectiveness.</p>				
12. Other activities consistent with Title III or EIA/LEP funds				

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program</p> <p>Notice is provided parents or guardians of LEP students giving the reasons the child has been identified and in need of placement in an instructional program for English Language Learners.</p>				
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement</p> <p>Based on the Home Language Survey showing a home language other than English, a child is assessed within 30 days and prior to class placement when possible. Full assessment will be within 90 days. Notice to parents of their assessment, the test used will be provided in English and the parent language. The full assessment includes academic assessment with notice to parents within 14 days of any assessments.</p>				
<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction</p> <p>Programs and services for English Learners are designed and offered according to state and federal requirements. Notification of progress or lack of progress is provided to parents at least twice a year and within 30 days of any failure occurrence.</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child</p> <p>Structured English Immersion Program: English Learners are placed in a Structured English Immersion (SEI) program classroom unless a Parental Exception Waiver has been granted for an Alternative Bilingual Education (ABE) Program or the parent has requested another program. When the student's language designation (NEP or LEP) is less than advanced (reasonable fluency or LEP) based on the District's initial identification criteria, he/she is recommended to be placed in and SEI classroom for a period not normally intended to exceed one year. English Learner Mainstream Program: English Learners with an advanced (reasonable fluency or LEP0 language designation are place in an English Learner Mainstream program classroom. A parent may request to have a student moved into an English Language Mainstream classroom at any time, regardless of language proficiency level. Alternative Bilingual Education Program: English Learners who have been granted a Parental Exception Waiver are placed in District Alternative Bilingual Education program classrooms. When 15 or more students at any grade level in a school receive granted Parental Exception waivers, the School/district must provide additional bilingual classrooms.</p>				
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation</p> <p>Instruction Program (K-8) Schools implement an instructional approach in accordance with legal requirements. School sites choose one or more approaches which best meet the needs of the student population as outlined below:</p>				
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools</p>				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child				
h. information pertaining to parental rights that includes written guidance detailing <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request See English-Learner Master Plan ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 				

Note:

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

SSD Parent Notification Failure to Make Progress

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

Plans to Provide Services for Immigrants

Please describe the following IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding (per Sec. 3115(e)).	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	N/A			
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.				
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.				
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.				

Performance Goal 3:

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

Summary of Needs and Strengths for Professional Development

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

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

The following strengths and needs were determined in 2002. More recent needs of parental involvement and transitioning to Common Core Standards have been identified.

Strengths	Needs
<p>As of August 2002, all teachers at our District schools meet the federal definition of highly qualified.</p> <p>100% of all teachers, and 100 % of administrators have special certification to teach English Learners</p> <p>Student testing shows strengths in mathematical computational skills.</p> <p>All subgroups of students have shown growth on the state testing.</p> <p>The school board and site council strongly support continued staff development.</p> <p>The Tehama County Department of Education makes available low cost, professional development.</p> <p>Teachers need continued assistance and training in transitioning to Common Core Standards.</p>	<p>In 2002 75% of paraprofessionals lack the required number of college units to be classified as qualified. They are now 100% qualified.</p> <p>Student achievement data indicate the need for teacher improvement in teaching of reading in the content areas, spelling, written language, and accelerating rate of growth for Low Social Economic, English Language Learners and Special Needs subgroups. District professional development will focus on teaching students to meet or exceed grade-level standards in these areas.</p> <p>There is a continued need for instruction in differentiated instruction to accommodate all subgroups of students within self-contained classrooms – GATE, English Learners, low socio-economic students, and special education students.. Professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English Learners toward standards mastery in English.</p> <p>Teachers need continued training to better understand test data and its use to modify curriculum to meet student needs.</p>

Performance Goal 3:

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

School Goal 3: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Provide training on differentiated instruction and common core standards.	
Student groups and grade levels to participate in this goal: K-8 - all groups	Anticipated annual performance growth for each group: Show increased % of proficient students in all subgroups.
Means of evaluating progress toward this goal: California Standards Test, Local tests	Data to be collected to measure academic gains: California test results. Results of Classroom testing and tracking.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district's Professional Development Steering Committee will conduct yearly professional needs assessment of teachers and principals in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p> <p>The Tehama County Department of Education offers assistance by providing curriculum activities and training aligned to the Common Core Standards.</p>	<p>School Leadership Team</p> <p>TCDE Curriculum Consultants.</p> <p>Ongoing</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>1) The district's Professional Development Steering Committee Leadership Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful.</p> <p>2) The Tehama County Department of Education offers assistance by providing scientifically-based research activities aligned to the Common Core Standards.</p> <p>3) BTSA will provide training and leadership in scientifically- based activities aligned to the California State Standards.</p>	<p>District Leadership Team / Ongoing</p> <p>TCDE Consultants</p>	<p>Release Time</p> <p>Consultant Fees</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low - income and minority students from other students:</p> <p>In designing and then assessing the formative impact of the professional development system, the district's Professional Development Steering Committee and Principals' Leadership Council will concentrate on the degree to which the system does five things. (1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/ standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? and (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, Children of Color)? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p>	<p>District Leadership Team / Ongoing</p>			
<p>4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district Professional Development Steering Committee will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	<p>District Leadership Team / Ongoing</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. Teachers will be taught a format for use of collaboration time focused on coordinating the teaching and assessing of key/essential standards in the strands/subject matter areas of most needed improvement.</p> <p>b. Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/reteaching/moving on.</p> <p>c. Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.</p>	<p>District Leadership Team / Ongoing</p> <p>a. All certificated teaching staff / format is refined on an ongoing basis</p> <p>b. All teachers / 2 times each month</p> <p>c. All teachers / 3 days each year</p> <p>d. All principals / monthly sessions at TCDE</p>	<p>a. Stipends for leadership team prep.</p> <p>b. None</p> <p>Presenter fees.</p>	<p>\$200 / leadership team member.</p>	
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district Professional Development Steering Committee and will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p>	<p>District Leadership Team / Ongoing</p> <p>Principals 'Leadership Council / Ongoing</p>	<p>Release time</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. The district will follow the technology plan to update all technology equipment.</p> <p>b. Online professional development in the effective use of technology to support standads-based practices will be available at each school. The online CTAP training is available for all staff members.</p>	<p>a. Technology Coordinator / each summer</p> <p>b. Technology Coordinator and Community Liason / Ongoing</p>	<p>% of salary</p>		
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a. The district , under the guidance of the site council, conducts a needs assessment to determine Professional Development activities for administrators, teachers, paraprofessionals, site council and board members. The District Professional Development Steering Committee . evaluates staff needs based on student achievement and arranges for professional development activities.</p> <p>b. Together these two groups conduct an annual needs assessment, establish professional development goals that are tied to improving (i) teachers' and principals' knowledge and skill (ii) organizational support for improved teaching and learning (iii) teachers' and principals' use of knowledge and skill (iv) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.</p>	<p>a.Site Council b.District Professional Development Steering Committee, Site Council / Ongoing</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>a. Teachers collaborate to focus on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>b. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c. The annual TCDE Summer Teacher Institute provides intensive, focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system.</p> <p>Principal’s professional development will combine the leaders’ roles in supporting standards implementation, with addressing diverse needs of students, particularly students in the lowest-performing groups in the district.</p>	<p>a.All teachers/1 time each month</p> <p>b.All teachers/3 days each year</p> <p>c.Selected teachers/ annually</p> <p>d.All rincipals/monthly meets</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. The district will enter into partnership with three neighboring districts and two local Schools of Education to provide course work locally for multiple and single subject credentials in English/language arts, mathematics, science, and English language development</p> <p>b. The district will enter into partnership with three neighboring districts and three local Community Colleges to provide course work and tutoring locally in subject matter competency in English/language arts, mathematics, science(especially chemistry and physics), and English language development.</p> <p>c. The district will provide local test preparation support for teachers..</p>				

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
<ol style="list-style-type: none">1. Coordinated school crisis response and management plans with law enforcement and emergency response systems.2. Appropriate and effective school policies regarding student and staff conduct, bullying and violence prevention, and disciplinary procedures.3. Part time school counselor and nurse.4. School safety plans updated annually with participation from parents and students.	<ol style="list-style-type: none">1. School-wide public address system2. Additional counseling staff

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 SSD's code of conduct or policy regarding student behavior expectations.

Activities
<ol style="list-style-type: none">1. At least one school staff member participates in a countywide Resiliency Coach program and receives training and materials four times per year regarding youth asset development, bullying and violence prevention, nutrition, substance use prevention, HIV prevention, and other resiliency building programs.2. Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smokeout, staff development and teacher training in research based programs and practices.3. On campus Friday Night Live or Club Live programs promoting positive youth development, student leadership, and alcohol, tobacco, drug, and violence prevention.4. After-school program operates from 2:00 to 6:00 p.m. each day school is in session. Programs provide academic enrichment, physical education, and social skills building.5. Students receive information and referral to the Tehama County Mentoring Program for participation in school-based, cross-age, or community mentoring services.6. Use of research based violence prevention curriculum in all classes and after school programs (Second Step).7. Tobacco intervention and/or cessation services on campus for all students.8. Peer mediation, conflict resolution, and character education programs.

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

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

Strengths	Needs
<p>The District has benefited from coordination of the CHKS countywide to obtain reliable data for both the District and the County.</p> <p>Our staff participation in the countywide Resiliency Coach program facilitated by the County Office Safe and Drug-Free Schools Coordinator has allowed the staff to receive specialized training in prevention, youth development, and early identification of risky behaviors.</p> <p>The District has provided students with a toll-free 24-hour hotline, facilitated by the County Safe and Drug-Free Schools Coordinator for all Tehama County students, to serve as a crisis intervention and anonymous reporting line for potential school crimes or drug and violence concerns both on and off campus.</p>	<p>The District would benefit from partnering with community agencies and county services to enhance prevention education and intervention and referrals to appropriate local service providers.</p>

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2011-2012 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: % 7th: 13%	5th: % 7th: 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 3% 9th: % 11th: %	7th: 1% 9th: % 11th: %
The percentage of students that have used marijuana will decrease biennially by:	5th: % 7th: 3%	5th: % 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 6% 9th: % 11th: %	7th: 2% 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 3% 9th: % 11th: %	7th: 1% 9th: % 11th: %
The percentage of students that feel very safe at school will increase biennially by:	5th: % 7th: 29% 9th: % 11th: %	5th: % 7th: 2% 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 19% 9th: % 11th: %	7th: 2% 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: 2011-2012 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: 55% 9th: % 11th: %	5th: % 7th: 3% 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: 65% 9th: % 11th: %	5th: % 7th: 2% 9th: % 11th: %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: % 7th: 35% 9th: % 11th: %	5th: % 7th: 3% 9th: % 11th: %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: % 7th: 55% 9th: % 11th: %	5th: % 7th: 3% 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 Decrease in truancy rate. (Process to Collect Data)	Performance Indicator Goal	Baseline Data
District Offices collects truancy data, sends letters, and notifies truant officer.	Decrease in annual truancy rate.	10.75% Truancy

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science - based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Second Step
Program ATODV Focus:	Violence prevention
Target Grade Levels:	K-8
Target Population Size:	300
Purchase Date:	8/02
Staff Training Date:	6/02
Start Date:	8/02
Program 2	
Science Based Program Name:	Project ALERT
Program ATODV Focus:	Drugs, Alcohol, Tobacco
Target Grade Levels:	6-8
Target Population Size:	100
Purchase Date:	8/02
Staff Training Date:	8/02
Start Date:	8/02
Program 3	
Science Based Program Name:	Olweus Bullying Prevention
Program ATODV Focus:	Violence Prevention
Target Grade Levels:	6-8
Target Population Size:	100
Purchase Date:	8/03
Staff Training Date:	8/03
Start Date:	8/03

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

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

Activities	Program ATODV Focus	Target Grade Levels
<input checked="" type="checkbox"/> After School Programs	ATODV	K-8
<input checked="" type="checkbox"/> Conflict Mediation/Resolution	V	6-8
<input type="checkbox"/> Early Intervention and Counseling		
<input type="checkbox"/> Environmental Strategies		
<input type="checkbox"/> Family and Community Collaboration		
<input type="checkbox"/> Media Literacy and Advocacy		
<input checked="" type="checkbox"/> Mentoring	ATODV	3-8
<input type="checkbox"/> Peer - Helping and Peer Leaders		
<input type="checkbox"/> Positive Alternatives		
<input checked="" type="checkbox"/> School Policies	ATOVD	K-8
<input checked="" type="checkbox"/> Service - Learning/Community Service	ATODV	K-8
<input type="checkbox"/> Student Assistance Programs		
<input checked="" type="checkbox"/> Tobacco - Use Cessation	T	6-8
<input type="checkbox"/> Youth Development Caring Schools Caring Classrooms		
<input checked="" type="checkbox"/> Other Activities	Homeless Youth Services, School Attendance Review Board ATOVD	k-8

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

Second Step is one of the leading violence prevention curricula in the United States. This program has been accepted and is used by K-8 schools countywide and in the countywide after-school programs to provide for consistency for children throughout Tehama County who often move from school district to district during these formative years.

County CHKS data shows an increase in substance use during the 7th-9th grade years. To assist in preventing the onset of substance use during this time, we have implemented Project ALERT. This is a highly cost effective program that has been proven successful for middle school youth in preventing alcohol, tobacco, and other drug use. The curriculum is not expensive compared to other science based programs and is easy to implement. Additionally, the curriculum contains lessons developed for delivery by high school aged students to the middle grades. In Tehama County, a high school teen health coalition coordinated by Tehama County Public Health Tobacco Education Program is trained and delivers Project ALERT lessons to students as an adjunct to regular classroom implementation.

Based on CHKS data showing that 46% of Tehama County 5th graders are left without adult supervision after school, county schools have implemented structured after-school programs at most county K-8 schools. Daily activities include a nutritious snack, tutoring, physical fitness, and other activities. The Second Step violence prevention curriculum is also administered in the after-school programs to enhance the regular classroom programs.

Research shows that youth with increased developmental assets and caring adults and role models in their lives achieve better academic and social outcomes. Based on CHKS resiliency data, all county schools participate in referring students and families to a countywide mentoring program. Schools also allow trained volunteer adults and high school aged students to mentor younger children during the after-school program at the school site. This allows for more one-on-one tutoring and asset building for students with the greatest needs.

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

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

The District will work closely with the County Safe and Drug-Free Schools Coordinator to ensure the implementation of effective science based curriculum with fidelity and to remain abreast of new research and trends. We will administer the California Healthy Kids Survey to all 5th, 7th, 9th, and 11th grade students biennially and utilize the data to make appropriate program modifications or changes. We will conduct the CHKS in coordination with the County Safe and Drug-Free Schools Coordinator to ensure that valid countywide data for alcohol, tobacco, drug, and violence is obtained so we may compare our District to the county, state, and national data. The County Coordinator will also review the countywide data on a long-term basis and analyze trends. Additionally, we will conduct informal teacher surveys to determine teacher satisfaction and compliance with the curriculum administration.

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.

The CHKS will be the primary instrument to measure progress in attaining SDFSC and TUPE goals. Within six months of the administration of the CHKS, we will present key findings during school board meetings open to the public and advise parents of results through a school newsletter, Countywide data will be presented to community groups and in a countywide quality of life index, the Tehama County Community Report Card.

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

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

Lassen View Union Elementary will target both schools as the student population is fluid between the two schools.

The District is a State School Based and Federal School-wide school; Students that are identified as having the greatest need will be targeted for services.

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.

District works closely with the County Safe and Drug-Free Schools Coordinator to provide a collaborative countywide approach to SDFSC efforts. Representatives from the school will meet with the County Coordinator at least four times per year to receive information on current and available programs, efforts, and resources.

District will participate in the countywide youth development and substance prevention program for middle and high school students. We will facilitate a school-site chapter that works closely with the County FNL/CL Coordinator and California FNL Partnership. All middle and high school-aged students will be offered the opportunity to participate in this program.

District will refer students to other local prevention programs, both on and off campus, including the after-school program, Tehama County Mentoring Program, Standing Tall Against Teen Issues (STATIS) teen tobacco prevention coalition, and the Public Health Sibling Program which serves to prevent teenage pregnancy among siblings of teen parents. Additionally, District will provide in-kind programs and/or meeting space, upon request, to facilitate these prevention activities on campus to reach the greatest number of students.

District will participate in the countywide Tehama County Health Partnership coalition. This is a collaborative group of county agencies, schools, law enforcement, medical providers, social services, community benefit organizations, parents, youth, businesses, and the faith community. The mission of the Health Partnership is to provide a collaborative approach to preventing youth substance abuse and juvenile crime.

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.

Parent involvement will be solicited through several avenues. Each year, parents will receive information on committees or school activities in which they may choose to become involved, including Booster Club, School Site Councils, dates and times of all school board meetings, and in the after-school programs or school clubs. The District also publishes a weekly school newsletter sent home for parents to review and remain apprised of current activities on campus as well as a phone and e-mail service.. For all mandated parent notifications, legal guidelines will be followed and implemented with diligence according to the mandate.

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.

The school nurse or health aide will be responsible for providing all pregnant minors and minor parents enrolled in the District with information and referral to local tobacco prevention and social service programs which may be to their benefit. These programs may include: Cal-Safe programs within the Red Bluff Union High School District, Tehama County Public Health Cal-Learn and AFLP programs, Tehama County Public Health Tobacco Education Program, and Northern Valley Catholic Social Services Nurse Home Visitation Program for first time parents.

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

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

Position/Title	Full Time Equivalent
N/A	

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

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

This section of the plan is intended to reflect the SSD'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 SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities. *This page does not apply to districts with no secondary students.*

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

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
<p>For schoolwide programs (SWP), describe how the SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none">• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.• Effective methods and instructional strategies based on scientifically - based research.• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.• Instruction by highly qualified teachers and strategies to attract and keep such teachers.• High quality and ongoing professional development for 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.	<p>Lassen View Union Elementary District is a school-wide project and a REAP school district. Therefore, we hav combined our Title I and Title II money in the same funding source.</p>

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	N/A

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.

[Lassen View Union Elementary is a School-wide District and therefore all of its students are eligible for Title I services]

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

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

The District will work closely with TCDE and RDSS to assess student learning and identify program needs for improvement.

Program Improvement (PI) - Seeking Technical Assistance	
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The District will work with TCDE and RDSS to revise and implement the Single District Plan.</p>

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

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>All parents received a letter from the district within the required time period notifying them of the school's identification as a Program Improvement School, School Choice and their right to supplemental services for eligible children.</p>
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>No parents have requested school choice or supplemental services for their children after receiving notification.</p>

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

Lassen View Union Elementary District consists of two schools on the same site, under the same site council. The district has a single site plan and a single curriculum plan. Students who are placed in the Community Day School are only there for a limited time and return to the regular K-8 elementary. It is important to maintain their core curriculum. Educational services are coordinated between the two schools.

The district combines state funds under SBCP and federal funds under REAP.

Highly Qualified Teachers	
<p>Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>All teachers at LV are highly qualified. In any new recruitment of staff, only highly qualified teachers will be hired.</p>

Highly Qualified Teachers

Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

All teachers at LV are highly qualified. In any new recruitment of staff, only highly qualified teachers will be hired.

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.

Lassen View Union Elementary district consists of two schools on the same site, under the same site council. The district has a single site plan and a single curriculum plan.. Students who are placed in the Community Cay School are only there for a limited time and return to the regular K-8 elementary. It is important to maintain their core curriculum. Educational services are coordinated between the two schools. The district combines state funds under the new funding formula and federal funds under REAP.

Increasing Program Effectiveness

Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- 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 SSD Plan to determine if all active programs have been addressed.

The District works closely with TCDE to coordinate and integrate educational services to increase program effectiveness. K teachers coordinate with Head Start. TCDE has consultants for preschool programs, migrant students, immigrant and English Language Learners. Staff receives continual straining in these areas.

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

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

Appendix B: Links to Data Web sites

Appendix C: Science - Based Programs

Appendix D: Research - based Activities

Appendix E: Promising or Favorable Programs

Appendix F: School and Student Performance Data Forms

Assurances

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

General Assurances

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

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow 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 SSD that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. 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 SSD 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 SSD, hereby, assures that:

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

TITLE II, PART D

35. The SSD has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- 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 SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of 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 SSD assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has, 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 SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the SSD, 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 SSD.

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

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

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

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

New LEAP Assurances

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

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

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

Other

58. The SSD assures that a minimum of 95% 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

Mancill Tiss

11/18/2013

Printed or typed name of Superintendent

Date

Signature of Superintendent

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 11/13/2013

Attested:

<u>Mancill Tiss</u>	_____	_____
Typed name of Superintendent	Signature of Superintendent	Date

<u>Dan Jackson</u>	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

**Local Educational Agency Plan
Lassen View Union Elementary School District**

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
Lassen View Union Elementary School District**

Appendix B

Links to Data Web sites

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

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

**Local Educational Agency Plan
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**Appendix C
(School - Based Programs - A to L)**

Science - Based Programs							
<p>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.</p> <p>A: http://www.californiahealthykids.org (California Healthy Kids Resource Center: Research - Validated Programs)</p> <p>B: http://www.colorado.edu/cspv/blueprints/model/overview.html (University of Colorado: Blueprints)</p> <p>C: http://modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: http://www2.edc.org/msc/model.asp (United States Department of Education: Expert Panel)</p> <p>E: http://www.gettingresults.org/ (Getting Results)</p>							
School - Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid Steroids)	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 Community	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 Stress	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 - M to Z)

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,E
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 Families	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 - A to Z)

Community and Family - based Programs							
	Intended program outcomes and target setting. 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 12)	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 Therapy	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, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

**Local Educational Agency Plan
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Appendix D

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

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

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

**Local Educational Agency Plan
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**Appendix E
(Promising or Favorable Programs - A to G)**

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca - Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
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 - H to P)

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

Appendix E
(Promising or Favorable Programs - Q to Z)

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

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	215	221	214	166	173	166	3	2	1	0	0	0
Growth API	896	902	883	906	909	890						
Base API	885	896	902	899	906	910						
Target	A	A	A	A	A	A						
Growth	11	6	-19	7	3	-20						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	36	38	40	23	21	22	117	119	116	14	15	17
Growth API	862	848	850	827	847	820	879	890	863	772	747	801
Base API	842	862	848	836	827	848	868	879	890	735	772	752
Target							A	A	A			
Growth							11	11	-27			
Met Target							Yes	Yes	Yes			

Appendix F

District & Student Performance Data

Title III Accountability

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

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

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

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	98	100	99	98	100	100	100	100	--	--	
Number At or Above Proficient	156	166	152	123	131	121	--	--		--	--	
Percent At or Above Proficient	72.6	75.1	71.4	74.1	75.7	73.3	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	98	100	94	89	100
Number At or Above Proficient	22	26	24	11	15	12	82	90	76	5	7	9
Percent At or Above Proficient	61.1	68.4	60.0	47.8	71.4	54.5	70.1	75.6	65.5	35.7	46.7	52.9
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	98	100	99	98	100	100	100	100	--	--	
Number At or Above Proficient	178	174	159	138	140	124	--	--		--	--	
Percent At or Above Proficient	82.8	78.7	74.3	83.1	80.9	74.7	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	98	100	94	89	100
Number At or Above Proficient	30	25	29	18	14	14	96	90	81	10	7	12
Percent At or Above Proficient	83.3	65.8	72.5	78.3	66.7	63.6	82.1	75.6	69.8	71.4	46.7	70.6
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	--

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	33%	*****	***	3	50%			*****
1			1	25	3	75					4
2			1	25	2	50	1	25			4
3	1	25	2	50	1	25		25%	1		4
4	*****	***			1	33%					*****
5	*****	***	*****	***							*****
6	1	25	3	75							4
7	*****	***	1	25%							*****
8	2	50	1	25	1	25					4
Total	9	33	9	33	8	30	1	4			27

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***	*****	***			*****
1			1	25	3	75					4
2			1	25	2	50	1	25			4
3	1	25	2	50	1	25					4
4	*****	***									*****
5	*****	***	*****	***							*****
6	1	25	3	75							4
7	*****	***									*****
8	2	50	1	25	1	25					4
Total	9	32	9	32	8	29	2	7			28