

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

**LOCAL EDUCATION AGENCY PLAN**

mail original and two copies to:

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

**LEA Plan Information:**

Local Educational Agency (LEA): Tehama County Department of Education  
County/District Code: 5210520  
Dates of Plan Duration: 7/01/2014 - 6/30/2017  
*(should be five - year plan)*  
Date of Local Governing Board Approval: May 21, 2014

**LEA Information:**

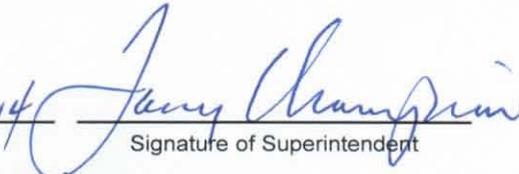
Superintendent: Larry Champion  
Address: 1135 Lincoln Street  
City, State Zip: Red Bluff, CA 96080  
Phone: 530-527-5811  
Fax: 530-529-4120

**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.

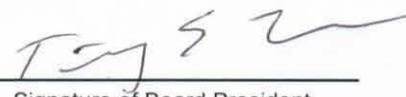
\_\_\_\_\_  
Larry Champion  
Printed or typed name of Superintendent

05/21/2014  
Date

  
Signature of Superintendent

\_\_\_\_\_  
Tim Morehouse  
Printed or typed name of Board President

05/21/14  
Date

  
Signature of Board President

**Local Education Agency Plan  
Tehama County Department of Education**

**Table of Contents**

**Part I: Background and Overview**

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

**Part II: The Plan**

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions: District Planning

District Profile

Local Measures of Student Performance

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

Additional Mandatory Title I Descriptions

**Part III: Assurances and Attachments**

Assurances

Signature Page

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: District & Student Performance Data

Table 1: Academic Performance Index by Student Group

Table 2: Title III Accountability

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

Table 4: Adequate Yearly Progress (Mathematics)

Table 5: California English Language Development Data

## Part I Background and Overview

### Background

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

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

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

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

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

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

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

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

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

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

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

## **Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Analyze Student Performance:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps	
<input type="checkbox"/>	1. Measure effectiveness of current improvement strategies
<input type="checkbox"/>	2. Seek input from staff, advisory committees, and community members.
<input type="checkbox"/>	3. Develop or revise performance goals
<input type="checkbox"/>	4. Revise improvement strategies and expenditures
<input type="checkbox"/>	5. Local governing board approval
<input type="checkbox"/>	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 checked="" type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input checked="" 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 checked="" type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input checked="" type="checkbox"/>	Adult Education
<input checked="" type="checkbox"/>	Career Technical Education
<input checked="" type="checkbox"/>	McKinney - Vento Homeless Education
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input checked="" type="checkbox"/>	21 <sup>st</sup> Century Community Learning Centers
<input checked="" type="checkbox"/>	Other (describe): WIA = EL Civics and Adult Education
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

## State Programs Checklist

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

State Programs	
<input checked="" type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After - School Education and Safety Programs
<input type="checkbox"/>	School and Library Improvement Block Grant
<input checked="" 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 checked="" type="checkbox"/>	Tobacco Use Prevention Education (Prop 99)
<input type="checkbox"/>	Immediate Intervention/ Under performing Schools Program
<input checked="" 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): Foster Youth
<input checked="" type="checkbox"/>	Other (describe): Lottery & Lottery Instructional Materials

## 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		28,136	28,136	100%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent		62,643	20,410	100%
Title II Part A, Subpart 2 Improving Teacher Quality		526	526	100%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		30,747	1,076	100%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education		20,000	20,000	100%
Career Technical Education		628,943	628,943	100%
McKinney - Vento Homeless Education		59,996	59,996	100%
IDEA, Special Education		91,8520	91,8250	100%
21st Century Community Learning Centers		17,7750	17,7750	100%
Other (describe)				
<b>Total</b>		<b>1,927,261</b>	<b>1,855,087</b>	<b>100%</b>

### 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	25,820	0	25,820	100%
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program	0	2,014,042	2,014,042	100%
Child Development Programs	0	2,075,858	2,075,858	100%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education	0	106,566	106,566	100%
High Priority Schools Grant Program				
School Safety and Violence Prevention Act	0	10,117	10,117	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Foster Youth	12,693	75,000	87,693	100%
Lottery - Instructional Materials	59,925	95,033	89,008	100%
<b>Total:</b>	<b>98,438</b>	<b>4,376,616</b>	<b>4,409,104</b>	<b>100%</b>

## Part II The Plan

### Needs Assessment

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

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

### Academic Performance

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

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

### Teacher Quality

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

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

### School Safety and Prevention

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

### Descriptions - District Planning

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

## District Profile

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

Originally incorporated in 1876, Red Bluff is located 30 miles South of Redding and remains the third largest city in the Shasta Cascades. Originally inhabited by Nomlaki and Yana people the area is known for its rich history, farming and proximity to the Sacramento River. Tehama County Department of Education (TCDE) resides in Red Bluff, the county seat. As of the 2010 census there were 14,076 people, 5,376 households, and of those 37.8% had families residing in the city. The ethnic makeup of the city is 80.7% White, 21.6% Latino or Hispanic, 8.3% other races, 3.1% Not Available, 1.3% Asian, .09% African American and .01% Pacific Islander. The income per capita in Red Bluff is 42.3% less than the California average and 32.1% less than the national average. The median household income in Red Bluff is 49.1% less than the California average and 37.4% less than the National average. Red Bluff's poverty level is 55.7% greater than the California average and 71.49% greater than the National average with males earning 68.1% more than females. The poverty level in the area is reflected in the 83% of students whose annual family's income qualifies them for free/reduced lunch.

"It is the mission of Tehama County Department of Education is to provide a world-class education for all students from early childhood to adulthood. The Department serves our community and region by collaborating with educators, schools, parents and community partners. Together, as a team, we prepare students to live, work and thrive in a highly connected world." We are accountable to our clients, not only in providing a quality education for our youth, but also in maintaining sound management practices and care in how we provide oversight to the 14 school districts in Tehama County. Tehama County Department of Education provides an array of educational opportunity and supports for students in Tehama County. In addition to the alternative education programs described below, Student Support Services provides services to Homeless and Foster Youth. The 21st Century After School grant funds Safe Educational Recreation for Rural Families (SERRF).

Of the 10,495 K-12 students enrolled in Tehama County in October, 2013, 184 were provided with direct services from the Tehama Department of Education. Prior year (2011-12) enrollment reflects 187 students out of 10,694 were served by TCDE. Due to the nature of the three programs offered through the County Office and their high mobility enrollment from year to year and within each year varies greatly. The three programs that currently operate under TCDE and are included in this plan are as follows: an independent study program (as of July 1, 2014 will convert to a charter school), one juvenile justice program and a county operated special education program.

The TCDE has a total of 49 certificated employees which includes one superintendent, one deputy superintendent, assistant superintendents and other administrative personnel. One-hundred percent of the county's teachers are "highly qualified" under NCLB. There are 52.0 full-time classified employees. One hundred and seventy-five classified employees are considered part time and provide a range of services including afterschool programs, transportation, etc. The TCDE and the community take pride in the high quality of the facilities and grounds. There is significant community use of the facilities that host a variety of organizations for meetings and athletics. The original building was built in 1936 and has been recently renovated. In 2013-14 a new school building was added with the latest architectural design and green technology. Lincoln Street School will officially open its doors for instruction in August, 2014.

### Tehama County Juvenile Justice Center (JJC)

The Tehama County Department of Education provides educational services for students residing in the Juvenile Justice Center (JJC) who have committed violent crimes, repeated drug offenses and burglaries. For safety reasons, the class is self-contained, meaning the teachers are responsible for teaching multiple grade levels as well as multiple classes. Safety inspections are conducted monthly to ensure the site is clear and safe. The classroom provides adequate space for 20 students. There are sufficient standards-aligned textbooks for up to 40 students. API scores are not created for schools serving high-risk student populations such as JJC who instead participated in the Alternative Schools Accountability Model (ASAM). The students in JJC are provided support services through 1.0 FTE certificated, .66 FTE administrator, 1.0 FTE classified and .5 day special education teacher. Student enrollment for 2013-14 school year was as follows: Hispanic or Latino (38.9%), White (61.1%), SES (94.4%), and English Learners (11.1%). Students are under constant supervision in this locked-down facility. A 10:1 student-to-staff ratio exists. Pre-approval of visitors is required including guest speakers, trainers, coaches, medical staff, speech therapists, etc.

The TCDE is not in District Improvement as none of the three programs for which it oversees have entered into "program improvement" status.

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

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

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

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

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

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

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Efforts have been made to utilize "Let's Go Learn" which is aligned with the Common Core State Standards (CCSS) as a screening and diagnostic tool for both English Language Arts and Mathematics. However, due to the high mobility rates of this student population and limited access to technology gathering pre-post test results have been difficult.

**Performance Goal 1:**

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Provide instructional services content area expert in the area of English Language Arts to provide assistance and support in program development and implementation (Internal and External supports).</p> <p>b. Support understanding of state-approved text book adoption with alignment of Common Core State Standards (CCSS)</p> <p>c. Identify and implement pathways curriculum aligned to Common Core with emphasis on Career and Technical Education (CTE) and college readiness.</p> <p>d. Provide trainings in how to analyze assessment results and use results to adjust instruction for online supports (e.g. Let's Go Learn, A+).</p> <p>e. Provide training in academic vocabulary aligned with Common Core standards. Training to be provided to students, teachers and administrators. (Eg. Kate Kinsella)</p> <p>f. Provide staff development opportunities through County sponsored "Leadership Matters" three times a year. Presenters are contracted for additional follow up support at the county/district/school level.</p>	<p>Educational Support Services (ESS) Consultants By Fall 2013</p> <p>ESS Consultants</p> <p>ESS Consultants, High School Principals/ By Spring 2015 - Ongoing</p> <p>Administration, ESS Consultants/Fall 2014</p> <p>Administration/Fall 2014 - Ongoing</p>	<p>Teacher on Special Assignment (TOSA) County Curriculum Director</p> <p>No additional cost</p> <p>No additional cost</p>	<p>\$41,500</p>	<p>LCFF</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. Investigate and evaluate on-line curricular materials to support Common Core instruction.</p> <p>b. Establish a committee to develop a comprehensive pathways plan.</p> <p>c. Identify and implement vetted curriculum to match pathways for college and career readiness or certification for secondary students.</p> <p>3. Extended learning time:</p> <p>a. Provide hands-on activities for students related to standards taught in pathways programs (drafting, etc.)</p>	<p>County and site administrators/Spring 2014 - Ongoing</p> <p>Administration, AB86 committee, HS Principals</p> <p>Administration/By Spring 2015 - Ongoing</p> <p>Administration and teaching staff/ By Fall 2014 - Ongoing</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. Explore creating relationships with local businesses to provide on-the-job (OTJ) training for students</p> <p>c. Connect students with community partners through career fairs, experts, mentors, etc.</p> <p>d. Ensure summer program is aligned to standards and pathways.</p>	<p>Administration and teaching staff/By Fall 2014 - Ongoing</p> <p>College Options, ESS Consultants</p> <p>Teaching staff/ By Fall 2014 - Ongoing</p>			
<p>4. Increased access to technology:</p> <p>a. Access to instructional services staff with expertise in technology and curriculum to guide the implementation of a blended learning model of instruction.</p> <p>b. Develop the infrastructure and skills to deliver a viable blended learning format for instructional delivery.</p> <p>c. Make available technology assistance to increase productivity by reducing barriers to on-line access.</p> <p>d. Provide instructional technology training to all staff, including instructional assistants.</p> <p>e. Insure the availability of Wi-Fi for all instructional spaces.</p> <p>f. Insure all relevant curriculum content is accessible to all students.</p>	<p>Administration, teaching staff/ Fall 2014 - Ongoing</p> <p>Administration, Instructional Technology Specialist/ Fall 2014 - Ongoing</p> <p>Administration/ Fall 2013</p> <p>Administration, Technology Department/Ongoing</p> <p>IT Department/Fall 2013</p> <p>Administration, Information Technology/ Fall 2014.</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. Provide content area expert and supports as needed from Tehama County Department of Education to monitor and support instructional strategies and curriculum.</p> <p>b. Identify and provide training in gradual release aligned with Common Core standards. Training to be provided to students, teachers and aides.</p> <p>c. Establish a system to track instructional technology support staff activities (iPads, Flipped Learning, EdModo, etc.) in the area of professional development and support.</p> <p>d. Deliver training aimed at improving staff consistency in dealing with student behaviors and reinforcing purposeful relationships.</p> <p>e. Provide training in Common Core State Standards (CCSS) curriculum.</p> <p>f. Provide training in Career Technical Education framework.</p>	<p>ESS Consultants/ Fall 2014 -Ongoing</p> <p>ESS Consultants/ Fall 2014 -Ongoing</p> <p>Administration and ESS Consultants/ Fall 2014 - Ongoing</p> <p>Administration and special education teacher</p> <p>ESS Consultants/Fall 2013 - Ongoing</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a. Utilize individualized learning plans for informing students and parents of credit requirements and career pathway plans and activities.	Administration, staff/ Spring 2015 - Ongoing			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a. Provide seamless transition support for students between programs and districts. b. Provide comprehensive and coordinated services to assist students and parents in educational planning for transition.  c. Establish career development activities for students including guest speakers, information about local employers, job fairs, etc.,)	Administration, teaching staff/Fall 2014 - Ongoing Administration, staff/ Fall 2014- Ongoing  Administration, staff/ Fall 2013 - Ongoing	Transition/career materials for parent/student education.	\$500	Title 1A
8. Monitoring program effectiveness: a. Provide technical assistance in the development, implementation and monitoring of a comprehensive LEA plan for the Tehama County Department of Education. b. Make data available to all stakeholders to determine school-wide program effectiveness (e.g. CAHSEE improvement, Smarter Balanced Assessment Consortia (SBAC) results, and/or growth on locally adopted assessments. c. Insure all current standardized/criterion reference test results are accessible. d. Develop a shared grading system, allowing student performance to be tracked when a student moves from course to course/teacher to teacher/school to school. e. Establish a process for teachers to meet regularly to review instructional materials and strategies. f. Utilize collaboration, lesson study, and site visitations to monitor and improve program delivery.	Administration/Fall 2014 - Ongoing  ESS consultants/ Fall 2015 -Ongoing  Administration/Fall 2015 - Ongoing Administration/Fall 2014 - Ongoing  Administration, staff/ Fall 2013 - Ongoing Administration, staff/Ongoing	Technical Assistance and Support      Substitute costs	TBD      \$2,000 \$1,000	Title 1A Title 1D
9. Targeting services and programs to lowest-performing student groups: a. Maintain class size of 1:17 (in seat) to allow for more intensive one on one and small group instruction.  b. Provide additional instructional assistance for Special Education students in Juvenile Hall. c. Evaluate the use of current aligned intensive intervention program d. Ongoing collaboration to coordinate special education services with the general education program.	Administration, staff/Ongoing  Administration, special education staff/Fall 2013 Administration, staff/Ongoing Administration, staff/Ongoing	Cost of teachers for interventions  Compensatory Education aide (TBD?)  No additional costs	\$64,474.50 \$52,173.50  \$5,000	Title 1A Title 1D  Title 1D
10. Any additional services tied to student academic needs:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a. Provide training for Judicial and Probation staff on student educational programs (e.g. pathways, blended learning, etc.)	Administration, external law-enforcement partners)/Fall 2014-Ongoing	No additional costs		

**Performance Goal 1 (continued):**

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Develop an implementation plan and timeline to roll out and align the math CCSS</p> <p>b. Provide Math content area expert from COE to support and assist in program development and implementation</p> <p>c. Provide trainings in implementation of local assessment system (i.e. Let's Go Learn, A+), how to analyze assessment results and use results to adjust instruction</p> <p>d. Provide training in academic vocabulary and math literacy aligned to Common Core standards.</p> <p>e. Provide training in strategies and practical techniques for implementing formative assessments.</p> <p>f. Develop math pathways curriculum aligned to the Common Core that includes scope and sequence for middle school Common Core and high school integrated math courses</p> <p>g. Incorporate components of CTE (Career Technical Education) framework within instructional program.</p> <p>h. Develop Individual Learning Plans (ILP) mathematics goals for students below grade level.</p>	<p>Administration, staff, Educational Support Services (ESS) Consultants, by Spring 2016</p> <p>Administration/Spring 2014, ESS Consultant</p> <p>JJC Program school staff, ESS Consultants</p> <p>Expert consultants and ESS Consultants/Ongoing</p> <p>Expert consultants and ESS Consultants/Ongoing</p> <p>Administration, ESS Consultants/Ongoing</p> <p>Administration, ESS Consultants/Ongoing</p> <p>JJC Program school staff, Administrators, ESS Consultants/Spring 2015/Ongoing</p>		\$41,500	LCFF
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. Create a structure and an ongoing process for teachers to understand, use, and evaluate math curriculum and effectiveness of instructional strategies.</p> <p>b. Establish a committee to develop a comprehensive math pathway plan that includes scope and sequence for middle and high school integrated courses.</p>	<p>ESS consultants/Ongoing</p> <p>Administration, ESS Consultants, middle/hs math teachers/Fall 2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>c. The County Office will continue to provide support for teachers in implementing instruction and to collaborate with teachers in implementing research-based strategies utilizing the standards-aligned materials for improving student achievement in math.</p> <p>d. Explore, pilot and purchase instructional materials for integrated math aligned with common core state standards.</p> <p>e. Assist in supporting teachers to examine student work on a regular basis, using performance indicators (i.e. Let's Go Learn) to ensure students are progressing towards the mastery of the Common Core math standards.</p> <p>f. Provide support to teachers in differentiating core curriculum materials for all students (EL, SED, etc.)</p> <p>3. Extended learning time:</p> <p>a. Provide opportunities for students to receive academic support, including Supplemental Education Services</p> <p>b. Provide evening and summer program opportunities for students aligned to standards and pathways (i.e.STEM Summer Camp, STEM Family Night).</p> <p>c. Provide opportunities for connecting students with community and business partners through guest speaker presentation, career fairs, job opportunity lists, etc.</p> <p>d. Explore creating relationships with local businesses to provide on-the-job (OTJ) training for students.</p> <p>e. Math intervention time will be offered for those students identified as strategic or intensive.</p>	<p>Administration, ESS Consultants/Ongoing</p> <p>Administration, JJC staff, ESS Consultants/Ongoing</p> <p>Administration, ESS Consultants/Ongoing</p> <p>Administration, ESS Consultants/Ongoing</p> <p>Administration, ESS Consultants, /Ongoing</p> <p>Administration, ESS Consultants/Summer 2014</p> <p>Administration, ESS Consultants, JJC Staff/Spring 2014</p> <p>Administration, JC staff/Ongoing</p> <p>Administration, JJC staff/Ongoing/Fall 2014</p>			
<p>4. Increased access to technology:</p> <p>a. Access to staff member with expertise in technology and curriculum to guide the implementation of a blended learning model of instruction.</p> <p>b. Develop the infrastructure and skills to deliver a viable blended learning format for instructional delivery.</p> <p>d. Make available technology technical assistance to increase productivity by reducing barriers to online access.</p> <p>e. Review and update site educational technology plans and policies</p>	<p>JJC Staff, Technology Consultant/Fall 2014/Ongoing</p> <p>Technology Consultant. JJC Staff/Winter 2015</p> <p>Administration, JJC Staff/Fall 2014</p> <p>Administration/Ongoing</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. Identify and provide training in academic vocabulary aligned with Common Core standards. Training to be provided to students, teachers and aides.</p> <p>b. Establish a system to track instructional technology support staff activities (Chromebooks, Smartboards, etc.) in the area of professional development and support.</p> <p>c. Deliver training aimed at improving staff consistency in dealing with student behaviors.</p> <p>d. Insure content specialists of appropriately trained staff members are available to observe implementation of curriculum.</p> <p>e. Provide training in Common Core standards/curriculum.</p> <p>f. Provide training in Career Technical Education framework</p> <p>g. Create a system for follow-up to assist with the implementation of skills/strategies learned during professional development (educational helpline).</p> <p>h. Sustain the system for ongoing staff development for new and existing curriculum (ERWC, intervention programs, integrated math)</p> <p>i. Provide professional development in identified integrated math course materials</p>	<p>Administration, ESS Consultant, JJC Staff</p> <p>Administration/Ongoing</p> <p>Administration, special education teacher/Fall 2014</p> <p>Administration, ESS Consultant/Fall 2014</p> <p>Administration, ESS Consultant/Fall 2014</p> <p>Administration/Spring 2015</p> <p>Administration, Technology Consultant/Fall 2014</p> <p>Administration, ESS Department/Ongoing</p> <p>Administration, ESS Consultant/Fall 2015</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Utilize Individualized Learning Plans/portfolios for informing students and parents of credit requirements and career pathway plans and activities.</p> <p>b. Regular progress reports shared with students and parents.</p> <p>c. Develop data sheets for progress on IEP goals.</p> <p>d. Align and communicate transition expectations and plans with all stakeholders.</p>	<p>Administration, ESS Consultant/Fall 2014</p> <p>Administration, JJC staff/Fall 2013</p> <p>Administration, special education teacher/Fall 2014</p> <p>Administration, JJC staff/Fall 2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e. Communicate with local businesses and community service organizations regarding opportunities and or means for participating in student career education to support pathways (i.e. OJT, mentors, and internships, etc.)	Administration, JJC staff, special education teacher/Spring 2015			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a. Provide transition support between programs, and districts.  b. Provide comprehensive and coordinated services to assist students and parents in educational planning for transition.  c. Establish career development activities for students, including workshops, job fairs, and use of guest speakers.	Administration, other school personnel as needed  Administration, other school/business personnel as needed  Administration, other school/business personnel as needed		\$500	Title 1A
8. Monitoring program effectiveness: a. Data made available to all stakeholders to determine school-wide program effectiveness (i.e. CAHSEE improvement, growth on locally adopted assessments). Student progress is monitored in its charter schools and juvenile court system  b. Current standardized/criterion referenced test results are easily accessible to staff.  c. Develop a shared grading system, allowing student performance to be tracked when they move from course to course/teacher to teacher.  e. Utilize collaboration, lesson study, and site visitations to monitor and improve program delivery.	Administration, JJC staff/Ongoing  Administration, JJC staff/Ongoing  Administration, JJC staff/Ongoing  Administration, JJC staff/Ongoing			
9. Targeting services and programs to lowest-performing student groups: a. Maintain class size of 1:17 (in seat) to allow for more intensive one on one and small group instruction.  b. Teachers maintain daily records of student achievement and evaluate progress towards goals and benchmarks on both a formative and summative basis.	Administration/Ongoing Fall 2013  JJC Staff/Ongoing	Cost of teachers for interventions  Cost for compensatory education aide (TBD?)	\$64,474.50 \$52,173.50  \$5,000	Title 1A Title 1D  Title 1D

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>c. Evaluate the use of standards aligned intensive intervention program for Mathematics. Reconsider use if current program is not proven effective.</p> <p>d. Identify assessment methods to identify student academic needs and progress.</p>	<p>Administration, JJC Staff/Ongoing</p> <p>Administration/Ongoing</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>a. Provide training for Judicial and Probation staff on student educational programs (i.e. pathways, blended learning, etc.).</p>	<p>Administration, external law-enforcement partners)/Fall 2014-Ongoing</p>	<p>No additional costs</p>		

**Performance Goal 2:**

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The County does receive Title III funds however due to high mobility rates to date no students have been identified as EL within the juvenile justice program. Beginning 2014, efforts will be made to administer the California English Language Development Test (CELDT) to eligible students.</p> <p>Title III funds will be used to help English learners meet annual objectives by: 1) acquiring and maintaining educational technology and instructional materials for English learners, 2) expanding intensified instructional programs for English learners, 3) providing ongoing high-quality professional development for teachers, administrators and classroom aides; and 4) acquiring and maintaining accountability systems to monitor the academic progress of English learners.</p> <p>The County does receive Title II funds and funds will be utilized to provide supports in meeting the annual measurable achievement objectives described in Section 3122.</p> <p>Success of any identified EL students in acquiring English skills will be monitored through use of the California English Language Development Test through 2015.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>Instructional staff will be provided with English Language Arts Framework and English Language Development (ELD) standards training. English language development is provided and targeted to the English language proficiency level of EL's. The goal of the English Language Development (ELD) program for English Language Learners is to develop the student's oral and academic language skills in English enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communication and meaning-centered approach. The state adopted English Language Development standards are included in the new English Language Arts Framework and professional development services are provided by Tehama County Department of Education and other agencies.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	

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

**Required Activities**

<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Training: In order for teachers, administrators and other personnel to meet the needs of English learners at all levels, they must participate in effective standards-based staff development. Title 1, 22, and Title III will be used to support a plan that will integrate scientifically based theory with high quality instructional practices. The plan may include, but is not limited to the following:          GLAD teaching methods          SDAIE teaching methods          Best Literacy Practices          Cross Cultural Understanding          Teacher and staff training on adopted core materials          Teacher and staff training on writing curriculum and assessments.          Grade level/departmental or other court school collaborative meetings on curriculum implementation          AVID training for additional junior/senior high school staff          Training of the use of student achievement data to inform classroom instruction          Training for teacher certification via VPSS</p> <p>Professional development opportunities are provided for paraprofessionals by the Tehama Department of Education throughout the year. Paraprofessional development opportunities for collaboration and sharing of best practices are provided for by schools and districts.</p> <p>Administration and teaching staff are participating in ELD standards training provided by Tehama County Department of Education.</p> <p>The long-term effect is a system that quickly identifies student needs and provides appropriate instructional intervention.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Check if Yes: [X]</b></p> <p><b>If yes, describe:</b>          The County will continue to examine its practices and procedures for providing support for ELD students to schools and districts. This includes providing information to administrators, teachers and support staff related to policies and programs</p>

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul>	<p><b>Check if Yes:</b> [X]</p> <p><b>If yes, describe:</b> Academic and vocational education for LEP students will be monitored and reviewed for effectiveness. Assessment results will be used to provide 1:1 instructional supports or small group instruction.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p><b>Check if Yes:</b> [X]</p> <p><b>If yes, describe:</b> LEP students are provided additional support through intervention classes or small group instruction.</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p><b>Check if Yes:</b> [X]</p> <p><b>If yes, describe:</b> The school will maintain an ELL folder for each student who is identified as an English Learner. The progress will be monitored on a regular basis. State assessments and local benchmark assessments, grades and teacher evaluations will be recorded in their ELL folder and reviewed periodically. A list of students who have been "redesignated" will be maintained and progress monitored.</p>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Check if Yes:</b> [X]</p> <p><b>If yes, describe:</b> Resources are available to families through the County office. The school will provide translation services. Parents are encouraged to participate in school activities and take an advisory role. The school welcomes parent involvement and strives to achieve a balance of school and parents being active, cooperative partners in the education of students.</p>
9. Improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Check if Yes:</b> [X]</p> <p><b>If yes, describe:</b> The school utilizes a blended learning model that incorporates technology use for students.</p>
10. Other activities consistent with Title III.	<p><b>Check if Yes:</b> [ ]</p> <p><b>If yes, describe:</b></p>

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>A home language survey (HLS) is used at the time of initial enrollment into any school within Tehama County. Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all the publisher's instructions. Parent/guardians of English learners are notified of their child's initial English language proficiency assessment results. Based on LEA criteria of reasonable fluency, English learners are placed in English language mainstream (ELM) program settings.</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>All second language students are tested until classification every September/October using the state mandated California English Language Development Test (CELDT). The CELDT contains both written and oral English, listening, speaking, reading, and writing. Students in seventh through twelfth are assessed in all four areas. The reading and writing portion of the CELDT are in English in order to assess progress toward meeting the English Language Development standards. Each year parents receive written notification of their child's test results.</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>Teachers who work with second language students have received training that includes English language development and "sheltered" curriculum content for ELs. Based on the English language proficiency levels as indicated on the CELDT, ELs are grouped to receive additional instruction in ELD. Each district uses curricular materials that have been state adopted and approved for use with English learner students.</p>
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>Programs and services for EL students are designed and offered according to state and federal requirements.</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>The selected curriculum benefits all English language learners through explicit academic instruction, opportunities for structured academic instruction, scaffolded writing techniques and added teacher support.</p>

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

**Required Activities**

<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p>	<p>Criteria for Reclassification - Until such time that the English Learner Proficiency Assessments for California (ELPAC) is available the CELDT will act as the primary criterion. Consider for reclassification those students whose overall proficiency level on the CELDT is Early Advanced or higher AND each skill area score (listening, speaking, reading and writing) is Intermediate or higher.</p> <p>The student must attain a "proficient" and above in English language arts on the most current Smarter Balanced Assessment, or EL with an IEP.</p> <p>Teacher evaluation of student's academic performance in meeting grade level standards at the "proficient" or above level.</p> <p>Parental opinion and consultation</p> <p>Procedure for Reclassification of English Language Learner Principal, and classroom teacher meet to determine if the student should be reclassified and to populate the Reclassification Checklist Principal makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Parents are informed that their child is eligible for classification and invited to discuss the reclassification of their child. The parent signs the reclassification. Student information is updated in AERIES. Completed Reclassification form is filed in the students cum. Letter of official reclassification and any changes in program placement notifies parents. Student is placed in the mainstream program.</p> <p>Monitoring of Reclassified Students Reclassified students are monitored for 24 months after reclassification The initial monitoring occurs within one-semester/6 months after being reclassified and continues on an annual basis. Teachers are notified of R-FEP students. Teachers determine at the end of each review period whether a student's grades fall below average in any academic class. Information is recorded on the Reclassification Follow-up Form.</p>
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. The Resource Specialist teachers work closely to provide a full complement of services individually designed for these students.</p>
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p>	<p>At anytime during the school year, a parent/guardian has the right to withdraw their student from an English learner program. In these cases, the EL student shall be placed in an English Language Mainstream program and shall receive additional and appropriate services. Parents have the right to request an alternative program by requesting an exception waiver for their child if they deem it would be better. If parents of twenty (20) or more students in one grade level at the same school request the alternative program, the school is required to provide this program.</p>

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

**Required Activities**

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;	Same as above
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	Same as above

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

**LEA Parent Notification Failure to Make Progress**

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

The County does receive Title III funds and therefore notification of progress on annual measurable achievement objectives is required. TCDE is not currently in program improvement. However, if/when it does enter into program improvement information will be sent to all parents within the first fourteen-days of school.

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p><b>Check if Yes:</b></p> <p>If yes, describe:</p>

**Performance Goal 3:**

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

**Summary of Needs and Strengths for Professional Development**

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

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

All programs operated by TCDE provide certificated and highly qualified teachers.

<b>Strengths</b>	<b>Needs</b>
Staff Development Days Collaboration time Access to expertise Willingness of the staff to fully participate in improving the program Staff involved in grants Longevity of staff ERWC Smarter Balanced readiness	Instructional Technology training Paraprofessional training Common Core Training Smarter Balanced benchmark preparation and analysis Blended Learning Pathways training Training in adopted and online curriculum Behavioral Support training All teachers are HQT for subjects that they teach

**Performance Goal 3:**

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

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

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a. Identify and provide training in academic vocabulary aligned with Common Core standards. Training to be provided to students, teachers and aides.</p> <p>b. Insure content specialists are available to observe and monitor implementation of curriculum.</p> <p>c. Provide training in Common Core in both ELA and Mathematics standards/curriculum</p> <p>d. Provide training in CTE framework</p> <p>e. Create a system for ongoing staff development and follow-up for new and existing curriculum (ERWC,intervention programs, integrated math)</p> <p>f. Provide opportunity for alternative education staff to attend the JSSAC, CIS and other conferences which highlights best practices in education and alternative education.</p>	<p>Administration, expert consultants/ Ongoing</p> <p>Administration, expert consultants/ Ongoing</p> <p>Administration, expert consultants/ Beginning in 2014 - Ongoing</p> <p>Administration, expert consultants Ongoing/Spring 2015 - Ongoing</p> <p>Administration, expert consultants/ Beginning Fall 2013 - Ongoing</p> <p>Administration, staff/ Fall 2014 - Ongoing</p>			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. Utilization of instructional strategies that are research based and have been scientifically proven to be effective.</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. Ongoing monitoring and evaluation of latest educational research regarding effective instructional practices and curriculum.</p> <p>c. Implementation of research based intervention programs/strategies for both ELA and Mathematics.</p>				
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a. Deliver training aimed at improving staff consistency in dealing with student behaviors, including PBIS and Response to Intervention.</p> <p>b. Coordinate services described in this document to support the elimination of the achievement gap.</p>	<p>Administration, content specialists/ Ongoing</p> <p>Administration, content specialists/ Ongoing</p>	<p>No additional expenses</p> <p>No additional expenses</p>		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>a. Conduct annual Professional Development needs assessment to determine needs/interests of classified and certificated staff.</p> <p>b. Annually develop comprehensive professional development plan based on identified needs, funding availability, and state mandates.</p> <p>c. Utilization of collaboration time to provide professional development when appropriate.</p> <p>d. Provide training and implementation of Common Core to meet Federal and State guidelines for instruction.</p>	<p>Administration, Staff/Annually</p> <p>Administration, Staff/Annually</p> <p>Administration, Staff/Ongoing</p> <p>Administration, content specialists/ Fall 2013</p>	<p>No additional expenses</p> <p>No additional expenses</p> <p>No additional expenses</p> <p>Goal 1.1(a), 1.2(a)</p>		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. A mentor/coach will provide training/mentoring in instructional strategies, classroom management, and curriculum implementation as needed.</p> <p>b. Program administrators will be provided multiple professional development opportunities and support such as Principal Network, Co-op and school/site visitations.</p>	<p>Administration, coach, staff/ Fall 2012</p> <p>Administration, Staff/Ongoing</p>	<p>Instructional Coach (mentor)</p>	<p>800.00</p>	<p>Title II, Pt. A</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c. Gather updated technology survey results to assist with professional development planning for both classified and certificated staff.	Administration, content specialists/Annually			
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:  a. Annually develop comprehensive professional development plan based on identified needs, funding availability, and state mandates.	Administration, staff, content specialists/Annually	No additional expenses		
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.):  a. Establish a system to track instructional technology support staff activities (iPads, Flipped Learning, Edmodo. etc) in the area of professional development and support.  b. Provide professional development on the use of technology for instructional purposes  c. Update technological devices and support services as needed.  d. Provide iPads or Chromebooks for academic classes.	Administration, instructional technology/Ongoing Administration, instructional technology/Ongoing Administration, instructional technology/Ongoing Administration, instructional technology/Ongoing			
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:  a. Completion of annual needs assessment conducted to gain input from all stake holders  b. Input provided by certificated staff, classified staff, Alternative Education Site Council, District Site Leadership Team, and TCDE Board.	Administration, staff/Annually Administration, staff/Annually	No additional expenses No additional expenses		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>• Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>• Involve parents in their child's education; and</li> <li>• Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>a. Provide training to all staff in response team intervention for emergency or disruptive situations. (Eg. CPI, Safety training, etc.,)</p> <p>b. Provide training to all staff in the implementation of a Positive Behavioral Intervention and Support system.</p> <p>c. Provide positive discipline training to new staff as well as maintenance classes for general staff.</p> <p>d. Ensure all teachers are highly qualified.</p> <p>e. Explore partnerships with other agencies to provide parent education and support</p>	<p>Administration, staff/Annually</p> <p>Administration, psychologist, staff/ Spring 2015</p> <p>Administration, staff/ As needed</p> <p>Administration, staff/ As needed</p> <p>Administration, staff/ Ongoing</p>			
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. All paraprofessionals are highly qualified under NCLB and further they will be included in professional development as specified in other portions of this plan.</p>	<p>Administration, HR department/ As needed</p>	<p>Substitute costs</p>	<p>\$1,200</p>	<p>Title 1A</p>

**Performance Goal 4:**

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

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

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

Strengths	Needs
Staff to student ratio Counseling (drug/alcohol/anger) Support Staff Behavioral plan Probation and Mental Health Safety and Violence Prevention (Grant) Tobacco Use & Prevention (Grant)	Continue Probation services Ensure safety plan is practiced and communicated to all stakeholders Training on implementation of student behavioral support plans Providing parental support Individual counseling Transportation for extended learning opportunities and services Appropriate pro-social activities

**Environments Conducive to Learning (Activities)**

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

Activities
a. Provide training for Judicial and Probation staff on student educational programs. b. Insure appropriately trained staff members are available to observe and monitor implementation of behavioral supports for students c. Insure adequate social and emotional support is provided to students, including the availability of school resource officer, counselor and psychologist d. Establish a variety of opportunities for students to connect with others, including counselors, nurse/health clerks, custodians, and student advocates. e. Regularly review and identify student basic needs in the areas of transportation, clothing, and nutrition. f. Insure radios are in working order. g. Insure cameras and physical security measures are in place. h. Provide training to all staff in response team intervention for emergency or disruptive situations. i. Make drug and alcohol counseling programs for available for students. j. Insure every student has an identified adult with whom he/she has a relationship by having teachers and instructional assistants have scheduled small group or individualized time with students.

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

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

Strengths	Needs
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Strengths	Needs
<p>Many prevention/intervention services are provided:</p> <ul style="list-style-type: none"> <li>Tobacco Cessation Class</li> <li>Mental Health services for both medical and non-medical</li> <li>Drug and alcohol counseling</li> <li>Sexual Health Adolescent Risk Prevention (SHARP) curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide the menu of counseling services currently available through a variety of funding sources.</li> <li>Develop school wide Positive Behavioral Intervention Support System</li> <li>Mentoring at risk students</li> </ul>

**Performance Goal 4:**

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2008 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5th: 5% 7th: 5%	5th: 2% 7th: 5%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th: 5% 9th: 11% 11th: 19%	7th: 5% 9th: 5% 11th: 5%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th: 0% 7th: 4%	5th: 5% 7th: 5%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th: 9% 9th: 30% 11th: 50%	7th: 5% 9th: 5% 11th: 5%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th: 4% 9th: 19% 11th: 29%	7th: 5% 9th: 5% 11th: 5%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5th: 68% 7th: 64% 9th: 57% 11th: 61%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th: NA% 9th: NA% 11th: NA%	7th: 5% 9th: 5% 11th: 5%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 5% 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	17.88%	5%%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2010 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 <b>increase</b> biennially by:	5th: 53.5% 7th: 43% 9th: 35% 11th: 50%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5th: 58% 7th: 61% 9th: 50% 11th: 50%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5th: 21% 7th: 14% 9th: 15% 11th: 18%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5th: 59% 7th: 54% 9th: 52% 11th: 48%	5th: 5% 7th: 5% 9th: 5% 11th: 5%

**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.

<b>LEA Specified Performance Measures Results from 2009-2011 California Healthy Kids Survey (CHKS) were used to generate the information in this report. (Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>

**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.

<b>Program 1</b>
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
<b>Program 2</b>
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
<b>Program 3</b>
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>

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

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

Activities	Program ATODV Focus	Target Grade Levels
[X] After School Programs	SERRF - To increase student awareness and reduce the incidence of juvenile crime, gang activities and use of tobacco, alcohol and drugs. Includes Girls Circle, Boys Council and Character Education	K-8
[ ] Conflict Mediation/Resolution		
[X] Early Intervention and Counseling	ATODV	7-12
[X] Environmental Strategies	Safe Schools	7-12
[X] Family and Community Collaboration		7-12
[ ] Media Literacy and Advocacy		
[X] Mentoring	ATODV  Three separate mentoring programs include: Lunch Buddies, Cross-Age Mentoring and Mentor-Tutors Staying in school  Achieving better grades Going to College Resisting alcohol, drugs, violence, and unplanned pregnancies Feeling better about themselves	5-12
[ ] Peer - Helping and Peer Leaders		
[X] Positive Alternatives	ATODV	7-12
[X] School Policies	ATODV	7-12
[ ] Service - Learning/Community Service		
[ ] Student Assistance Programs		
[X] Tobacco - Use Cessation	Tobacco Education Program - Tobacco Use Prevention Education (TUPE) is provided to all fourteen districts and students in Grades 6-12.	6 - 12
[ ] Youth Development Caring Schools Caring Classrooms		
[X] Other Activities	Foster and Homeless Youth Services Educational advocacy, support and services for foster and homeless youth.	All Students

**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	
<b>Promising Program Name:</b>	SERRF
<b>Program ATODV Focus:</b>	SERRF - To increase student awareness and reduce the incidence of juvenile crime, gang activities and use of tobacco, alcohol and drugs. Includes Girls Circle, Boys Council and Character Education
<b>Target Grade Levels:</b>	Kindergarten through Grade 8
<b>Target Population Size:</b>	1,800
<b>Purchase Date:</b>	Grant Funded
<b>Staff Training Date:</b>	Ongoing
<b>Start Date:</b>	2003

Program 2	
<b>Promising Program Name:</b>	
<b>Program ATODV Focus:</b>	
<b>Target Grade Levels:</b>	
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	
<b>Staff Training Date:</b>	
<b>Start Date:</b>	

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

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

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

[ ]

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

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

The majority of students placed in the alternative education setting experience ATODV related issues with actions that caused them to be placed in their current setting/program. An on-site probation officer and mental health therapist treat those students who require more intensive interventions using cognitive behavior therapy.

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

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

Data from the CHKS is the only source of data available at this time. There is a need to continue to monitor student use of ATODV with an established system of supports between JJC and the Department of Probation. There is a need to provide follow-up on students once they are released from JJS Court School and transition back into their school of residence. The impact of the multitude of prevention/intervention services provided through the grant are difficult to assess as the year to year data does not measure the responses of the same cohort of students due to the high turnover rate at the school.

### **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.

Progress toward attaining performance factors in the various program will be available through program updates to the TCDE School Board. Attendance, suspension and expulsion rates, as well as progress toward improved academic performance are reported in the School Accountability Report Cards and the Local Control Accountability Plan for each district will be available on the TCDE website by October 8, 2014.

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

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

SDFSC funding has been greatly reduced allowing for minimal purchases of supporting instructional materials.

### **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.

These funds are no longer received by Tehama Department of Education.

### **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.

While parent participation at JJC is encouraged, it is not as strong as the program's staffs would like. Many barriers exist for the parents of our most at-risk populations. Upon enrollment, all parents are notified of all parental rights and procedural issues as required under NCLB.

### **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.

Data is collected internally and submitted to WestEd for publication to the California Department of Education (CDE). Local presentations to Public Health Advisory Board and other agencies within Tehama County. A specialist provides

Sexual Health Adolescent Risk Prevention (SHARP) curriculum training to all eligible JJC students. All students grades 6-12 are provided with TUPE services. Cal-SAFE is available at two of the three comprehensive high schools.

**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

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

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

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

<b>5.1 (High School Graduates)</b>	
<b>Activities/Actions</b>	<ul style="list-style-type: none"> <li>a. Develop a pathways program that emphasized job and career development that is standards aligned.</li> <li>b. Utilize College Options or similar career education provider to assess students and develop a pathway for college or career.</li> <li>c. Utilize community resources (e.g. Job Training Center), including businesses, and career oriented counselors to present to students regarding needs.</li> <li>d. Provide comprehensive and coordinated services to assist students and parents in educational planning for transition.</li> <li>e. Establish career development activities for students.</li> </ul>
<b>Students Served</b>	7-12 grade students
<b>Timeline/ Person(s) Involved</b>	Fall 2014/ Administration, staff, students, psychologist, transition supports
<b>Benchmarks/ Evaluation</b>	<ul style="list-style-type: none"> <li>a. Development and implementation of 1-2 pathways by Fall 2014</li> <li>b. Survey given to all students by Spring 2015</li> <li>d. Procedures for monitoring and support transitions will be in place by Spring 2015</li> <li>e. Career development activities aligned with identified pathways in place by 2014</li> </ul>
<b>Funding Source</b>	Title 1A & Title 1D
<b>5.2 (Dropouts)</b>	
<b>Activities/Actions</b>	<ul style="list-style-type: none"> <li>a. Strategies and experiences are provided for transition to adult life</li> <li>b. Develop a system-wide program to monitor and refer students to adult ed and or districts</li> </ul>
<b>Students Served</b>	<ul style="list-style-type: none"> <li>a. 7-12 grade students</li> <li>b. 7-12 grade students</li> </ul>
<b>Timeline/ Person(s) Involved</b>	<ul style="list-style-type: none"> <li>a. Administration, transition support</li> <li>b. Administration, staff</li> </ul>
<b>Benchmarks/ Evaluation</b>	<ul style="list-style-type: none"> <li>a. Experiences identified aligned with pathways by 2015</li> <li>b. Referral system in place including transitional supports by Spring 2015</li> </ul>
<b>Funding Source</b>	<ul style="list-style-type: none"> <li>a. Title 1D</li> <li>b. Title 1A &amp; Title 1D</li> </ul>
<b>5.3 (Advanced Placement)</b>	
<b>Activities/Actions</b>	<ul style="list-style-type: none"> <li>a. Explore the availability of Advanced Placement through on-line learning</li> <li>b. Continue availability of on-line learning program</li> </ul>
<b>Students Served</b>	<ul style="list-style-type: none"> <li>a. 9-12 grade students</li> <li>b. 7-12 grade students</li> </ul>
<b>Timeline/ Person(s) Involved</b>	Fall 2014, Administration

<b>Benchmarks/ Evaluation</b>	a. Provide opportunity for advanced placement through on line learning by Spring 2015 b. Continue to provide on-line learning opportunities - Ongoing
<b>Funding Source</b>	Title IA & Title ID

**Additional Mandatory Title I Descriptions**

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

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

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Approximately 95% of students enrolled in alternative education programs are from low-income families.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>Title 1A dollars have been allocated in the past to Lincoln Street Independent Study Program. Effective 2014-15 the only program to receive Title 1D dollars will be the Juvenile Court School.</p>

**Additional Mandatory Title I Descriptions**

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

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

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

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

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

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

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

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

### Targeted Assistance Programs (TAS) - Student Identification

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

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

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.

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

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

<b>Program Improvement (PI) - Parent Notification</b>	
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.	Although TCDE is not in Program Improvement status, all LEAs insure that parents are notified regarding the school's PI status, SES, as well as the right to transfer and be transported to another school via a notification letter sent in the mail to all families at the beginning of the year. Due to the students' placement in an alternative educational setting, there are no other schools of choice. In addition, this information is posted on the TCDE website.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Supplemental Education Services are available after school to all interested students. Parents are notified of the services through the letter described above, at Open Houses, and informational fliers sent periodically throughout the school year. Two enrollment periods are offered and fliers are distributed to various community agencies.

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

<b>Highly Qualified Teachers</b>	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	A comprehensive Professional Development plan will be updated annually to align professional development opportunities to programs funded through Title I.

<b>Highly Qualified Teachers</b>	
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Parents are encouraged to participate in a variety of ways including supervised visitations and/or serving on Site Council.

**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.

<b>Increased Program Effectiveness</b>	
<p>Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.</li> </ul> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The LEA collaborates regularly with agencies referenced in to ensure coordinated and integrated education services. TCDE employs a homeless liaison and a foster youth specialist to provide coordination of services for these populations. Joint services are provided and monitored for special education students through the collaboration of the SELPA. In the event that EL students are identified a coordinator will monitor the assessment, placement and progress of EL students assuring placement in a classroom with a properly credentialed teacher.</p>

**Part III**  
**Assurances and Attachments**

## **Assurances**

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

### **General Assurances**

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

## TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

#### **TITLE I, PART D - SUBPART 2**

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

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

34. The LEA, hereby, assures that:

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

## **TITLE II, PART D**

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
  - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
  - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
  - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - k. Collaboration with adult literacy service providers.
  - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

### **TITLE IV, PART A**

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

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

#### **TITLE IV, PART A, SUBPART 3**

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

#### **TITLE V, PART A**

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

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

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

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

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

#### **New LEAP Assurances**

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

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

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

#### **Other**

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

**Signature Page**

Larry Champion

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan  
Tehama County Department of Education**

**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  
Tehama County Department of Education**

**Appendix B**

**Links to Data Websites**

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

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

**Local Educational Agency Plan  
Tehama County Department of Education**

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

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: California Healthy Kids Resource Center: Research - Validated Programs: <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a></p> <p>B: University of Colorado: Blueprints: <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a></p> <p>C: Center for Substance Abuse Prevention: Model Programs: <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a></p> <p>D: United States Department of Education: Expert Panel: <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a></p> <p>E: Getting Results: <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a></p>							
School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

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

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

**Appendix C  
(Community and Family-Based Programs)**

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

**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:

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

**Local Educational Agency Plan  
Tehama County Department of Education**

**Appendix E  
(Promising or Favorable Programs)**

**Promising or Favorable Programs**

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

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

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

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

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

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

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

**Appendix E**  
(Promising or Favorable Programs)

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

**Appendix E**  
(Promising or Favorable Programs)

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

## Appendix F

### District & Student Performance Data

#### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	57	37	71	35	29	49	0	0	0	2	1	0
<b>Growth API</b>	765	789	772	761	830	796						
<b>Base API</b>	779	759	784	798	746	815						
<b>Target</b>	D	D	D									
<b>Growth</b>	-14	30	-12									
<b>Met Target</b>												

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
<b>Number Included</b>	16	4	19	8	1	5	38	18	30	25	6	29
<b>Growth API</b>	725		716				739	750	800	693		680
<b>Base API</b>	696	735					775	732	730	698	688	
<b>Target</b>												
<b>Growth</b>												
<b>Met Target</b>												

## Appendix F

### District & Student Performance Data

#### Title III Accountability

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers		325	283
Percent with Prior Year Data		95.4	96.8
Number in Cohort		310	274
Number Met		198	185
Percent Met		63.9	67.5
NCLB Target	54.6	56.0	57.5
Met Target		Yes	Yes

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			252	133	196	123
Number Met			66	73	69	67
Percent Met			26.2	54.9	35.2	54.5
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target			Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
<b>Mathematics</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
<b>Met Target for AMAO 3</b>		<b>No</b>	<b>No</b>

**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
<b>Participation Rate</b>	94	100	94	91	100	93	--	100		100	100	
<b>Number At or Above Proficient</b>	31	21	40	20	20	30	--	--		--	--	
<b>Percent At or Above Proficient</b>	55.4	56.8	61.5	57.1	71.4	62.5	--	--	--	--	--	--
<b>AYP Target: ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>AYP Target: HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
<b>Met AYP Criteria</b>	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

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
<b>Participation Rate</b>	100	100	95	100	100	100	92	100	97	87	100	96
<b>Number At or Above Proficient</b>	6	--	10	--	--		17	8	26	9	--	12
<b>Percent At or Above Proficient</b>	37.5	--	66.7	--	--	--	45.9	44.4	61.9	40.9	--	54.5
<b>AYP Target: ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>AYP Target: HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
<b>Met AYP Criteria</b>	--	--	--	--	--	--	--	--	--	--	--	--

**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
<b>Participation Rate</b>	93	100	94	91	100	93	--	100		100	100	
<b>Number At or Above Proficient</b>	27	20	34	17	16	26	--	--		--	--	
<b>Percent At or Above Proficient</b>	50.0	54.1	52.3	48.6	57.1	54.2	--	--	--	--	--	--
<b>AYP Target: ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>AYP Target: HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
<b>Met AYP Criteria</b>	No	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
<b>Participation Rate</b>	96	100	95	88	100	100	90	100	97	83	100	96
<b>Number At or Above Proficient</b>	9	--	7	--	--		17	8	20	11	--	7
<b>Percent At or Above Proficient</b>	64.3	--	46.7	--	--	--	48.6	44.4	47.6	52.4	--	31.8
<b>AYP Target: ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>AYP Target: HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
<b>Met AYP Criteria</b>	--	--	--	--	--	--	--	--	--	--	--	--

## 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
	#	%	#	%	#	%	#	%	#	%	#
1									*****	***	*****
2									*****	***	*****
3									*****	***	*****
4							*****	***	*****	***	*****
6									*****	***	*****
7									*****	***	*****
9									*****	***	*****
10							*****	***	*****	***	*****
<b>Total</b>							2	15	11	85	13

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***							*****
1									*****	***	*****
2									*****	***	*****
3									*****	***	*****
4							*****	***	*****	***	*****
6									*****	***	*****
7									*****	***	*****
9									*****	***	*****
10							*****	***	*****	***	*****
<b>Total</b>			1	7			2	14	11	79	14

ADA	Base	Grade Span	Supplemental	Concentration	Target		
Grades 7-8	30.00	7,266	N/A	1,121	743	273,900	
Grades 9-12	86.00	8,419	219	1,333	884	933,530	
Total Base	116.00	942,014	18,834	148,268	98,314	1,207,403	

A detailed three year (2014-2017) calculation of LCFF funding appears below:

	(2014-15)	(2015-16)	(2016-17)
Porportionality Percentage Summary Supplemental and Concentration Grant			
LCFF target supplemental & concentration grant funding	273,502	307,743	314,682
Prior Year (expenditures for unduplicated pupils)	N/A	76,717	155,150
Prior Year EIA expenditures	N/A	N/A	N/A
Difference	273,502	231,026	159,532
Increase in estimated supplemental and concentration grant funding	76,717	78,433	34,571
Gap funding rate	28.05%	38.95%	21.67%
Estimated supplemental and concentration grant funding	76,717	155,150	189,721
Base funding	957,744	1,110,561	1,136,700
LCFF phase-in entitlement	1,034,461	1,265,711	1,326,421
Minimum proportionality percentage	8.01%	13.97%	16.69%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.