

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

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

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

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

**SSD Plan Information:**

Local Educational Agency (LEA): Bogus Elementary School District  
County/District Code: 47-70193  
Dates of Plan Duration: 2009-20014  
*(should be five - year plan)*  
Date of Local Governing Board Approval:

**LEA Information:**

Superintendent: Fred Ehmke  
Address: 13757 Ager Beswick Rd  
City, State Zip: Montague, CA 96064  
Phone: (530) 459-3163  
Fax: 530-459-0706

**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.

\_\_\_\_\_  
Fred Ehmke  
Printed or typed name of Superintendent                      Date                      Signature of Superintendent

\_\_\_\_\_  
Printed or typed name of Board President                      Date                      Signature of Board President

**Single School District Plan  
Bogus Elementary School District**

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## Part I Background and Overview

### Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Role of School Site Council**

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

### **Composition of School Site Council**

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

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

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

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

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

### **Development Process for the Single School District (SSD) Plan**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Planning Checklist for SSD Plan Development

### SSD Plan - Comprehensive Planning Process Steps

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

## Federal Programs Checklist

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

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

## State Programs Checklist

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

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

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites
Title I, Part A	0	0	0	0
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		\$1631		
Title II, Part D Enhancing Education Through Technology		\$9 (07-08)		
Title III Limited English Proficient				
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools		\$28		
Title V, Part A Innovative Programs - Parental Choice		0		
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
<b>Total</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		\$5749 (09-10)		
EIA - Limited English Proficient				
School & Library Improvement Block Grant		\$3411 (09-10)		
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
<b>Total:</b>				

## **Part II**

### **The Plan**

#### Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

#### Descriptions: Program Planning

#### District Profile

#### Local Measures of Student Performance:

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

#### Additional Mandatory Title I Descriptions

## **Needs Assessment**

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

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

## **Needs Assessment Summary**

### **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 - Program Planning**

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

## **District Profile**

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

### **District Vision Statement**

Bogus Elementary School District will provide a safe, positive environment that encourages all children to reach their full potential and to ultimately believe in themselves, achieve success, and be productive responsible citizens.

### **District Mission Statement**

"Our goal at Bogus School is to provide, with the help of staff, parents, and community members: a safe, clean, comfortable environment where all students will be guided, motivated and nurtured toward high academic and social success. It is our philosophy that school is a place where dreams are given direction".

Bogus Elementary is a necessary small school located in a rural area approximately 25 miles northeast of interstate 5 in Northern California. The enrollment is ten students who range from kindergarten through sixth grade. There is a high rate of mobility in the area and enrollment fluctuates from year to year. The teacher is fully credentialed according to the California State Regulations.

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

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

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

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

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

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

Curriculum embedded assessments (chapter, unit tests)  
Teacher developed assessments  
Quarterly math, reading and writing assessments  
CST results

**Performance Goal 1A:**

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

<b>School Goal 1A:</b> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All students will achieve proficiency levels in English Language Arts of proficient or advanced by the year 2013-14. All students will be reading at grade level by the year 2009/2010	
<b>Student groups and grade levels to participate in this goal:</b> All students grades K-6	<b>Anticipated annual performance growth for each group:</b> All students will improve at least 5% in their reading and language arts state mandated test scores
<b>Means of evaluating progress toward this goal:</b> Curriculum embedded assessments (chapter, unit tests) Teacher developed assessments Quarterly reading and writing assessments CST results	<b>Data to be collected to measure academic gains:</b> Multiple measures will be used in measuring the academic gains of our students. State testing, teacher testing and Accelerated Reading computer program will be used to track progress

**Planned Improvement in Student Performance in Reading**

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: *Teacher uses state approved reading and language arts materials: Scholastic Literacy Place K-6 *Teacher develops lesson plans that are aligned with the standards.	Teacher	State approved text		IMRFP
2. Use of standards - aligned instructional materials and strategies: *Scholastic Literacy Place K-6 *Supplemental materials	Teacher and Instructional aides	State adopted texts and supplemental materials purchase		IMRFP
3. Extended learning time: Students in need will receive additional instruction in areas of need in Language Arts and Reading. Those students who qualify will receive additional help from the RSP teacher	Instructional Aides and RSP Teacher			Sp . Ed funding
4. Increased access to technology: * Computers with internet access are available to K-6 students *Tech Plan  Software and hardware updates  Alpha Smart NEO2 keyboards for student use				
5. Staff development and professional collaboration aligned with standards - based instructional materials: * Siskiyou County Mathematics Professional Learning Community * Essential Learnings Training * Data Analysis * Response to Intervention * Step Up To Writing				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): * Back To School Registration Packet * Back To School Night * Parent Conferences * Monthly School Site Council meetings * Monthly Board Meetings * Annual Title I Meeting/Back To School Night * Open House * Parent Survey * Newsletters * Helping Youth Succeed! publication * CST results mailed to parents * Phone calls * Calendar/ lunch menu				

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): * Transition to middle school  Students are involved in activities with other elementary schools who feed into the same middle and high school settings.	teachers and students from other elementary schools that feed into the same middle school			general fund/ physical education and Arts funds
8. Monitoring program effectiveness: * Pyramid of Intervention RTI	ongoing 3 tier levels of intervention  Teacher, Instructional Aides, special education teacher			Special Education
9. Targeting services and programs to lowest - performing student groups: Additional instructional time and accomodations in assignments and testing will utilized for targeted student groups	ongoing	Teacher, Instructional Aides,		
10. Any additional services tied to student academic needs: A music teacher is employed at the school to teach all students K--6th grades basic music skills and piano. Studies have shown that students who are exposed to music have an easier time with math and reading	ongoing	music teacher		Music and Arts grant

**Performance Goal 1B:**

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

<b>School Goal 1B:</b> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All students will achieve proficiency levels in Mathematics of proficient or advanced by the year 2013-14.	
<b>Student groups and grade levels to participate in this goal:</b> All students grades K-6	<b>Anticipated annual performance growth for each group:</b> All students will continue to advance by a minimum of 5% per year in all areas of math
<b>Means of evaluating progress toward this goal:</b> Curriculum embedded assessments (chapter, unit tests) Teacher developed assessments Quarterly math assessments CST results	<b>Data to be collected to measure academic gains:</b> Curriculum embedded assessments (chapter, unit tests) Teacher developed assessments Quarterly math assessments CST results

**Planned Improvement in Student Performance in Mathematics**

Description of specific actions to improve student achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: * Teacher use state approved mathematics materials: HSP CA Math K-6 * Standards are posted in every room for students to see. * Teacher develops lesson plans that are aligned with the standards	Teacher	State approved text		IMRFP
2. Use of standards - aligned instructional materials and strategies: * HSP CA Math K-6 * Supplemental materials	Teacher and instructional aides	State approved text		IMRFP
3. Extended learning time: Students in need will receive additional instruction in areas of need in Math. Those students who qualify will receive additional help from the RSP teacher	teacher/ instructional aides/ special education teacher  ongoing	materials that have been studied and proven effective		Spec Ed funds
4. Increased access to technology: * Computers with internet access are available to K-6 students * Software Additional Alpha Smart NEO2 units are being considered for purchase for student to use for taking AR tests and writing	teacher  2009/2010			
5. Staff development and professional collaboration aligned with standards - based instructional materials: * Siskiyou County Algebra Professional Learning Community	teacher is involved in the Siskiyou Co. Algebra Professional Learning Community working with different teachers throughout the county from kindergarten --- high school	extra training materials and stipend for teacher		General fund

Description of specific actions to improve student achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>* Back To School Registration Packet</li> <li>* Back To School Night</li> <li>* Parent Conferences</li> <li>* Monthly School Site Council meetings</li> <li>* Monthly Board Meetings</li> <li>* Annual Title I Meeting/Back To School Night</li> <li>* Open House</li> <li>* Parent Survey</li> <li>* Newsletters</li> <li>* Helping Youth Succeed! publication</li> <li>* CST results mailed to parents</li> <li>* Phone calls</li> <li>* Calendar/ lunch menu</li> </ul>	<p>all of these activities are ongoing and involve a variety of people</p>	<p>extra copy time and materials, setups, etc.</p>		<p>general fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>*Transition to middle school</li> </ul> <p>Students are involved in activities with other elementary schools who feed into the same middle and high school settings.</p>	<p>ongoing</p> <p>students and teachers from other similar elementary schools meet periodically to involve students in group activities.</p>	<p>busing to events at other schools</p>		<p>music and arts grant fund</p>
<p>8. Monitoring program effectiveness: Bogus uses the RTI (Response to Intervention) model to insure students are receiving the targeted help they need to succeed.</p>	<p>RTI is an ongoing process</p> <p>teachers/ aides and special education educators</p>			<p>General fund</p>
<p>9. Targeting services and programs to lowest - performing student groups: Additional instructional time and accomodations in assignments and testing will utilized for targeted student groups</p>	<p>ongoing</p> <p>teacher/ instructional aides</p>			<p>General fund</p>
<p>10. Any additional services tied to student academic needs: A music teacher is employed at the school to teach all students K--6th grades basic music skills and piano. Studies have shown that students who are exposed to music have an easier time with math and reading</p>	<p>weekly instruction in music and piano</p>			<p>Music and Arts Block grant</p>

**Performance Goal 2:**

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

**School Goal 2:**

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

The Siskiyou County Office of Education has developed a Countywide English Learner Master Plan for all districts to use in addressing the needs of LEP students. This plan was used to address the following Planned Improvement requirements. In the event an LEP student enrolls in this district the Countywide English Learner Master Plan would be utilized and the following actions would take place.

There are no Limited English Proficient students enrolled at Bogus Elementary at this time.

<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Data to be collected to measure academic gains:</b>

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

<b>Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)</b>	<b>Persons Involved and Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Required Activities</b>				
1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122  The school provides programs incorporating the ELD to help students learn English and SDAI in English to help students master the State Academic Content Standards.	Teacher Ongoing	Not applicable		
2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: a. meeting the annual measurable achievement objectives described in Section 3122 b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B)) c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))  Fund money will be used to provide instructional materials for ELD and materials designed to help ELs access the core curriculum. All students including all LEP students will participate in the statewide assessment program, including the CST to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to individual LEP students to determine whether they have made adequate yearly progress. Results can not be publicly reported due to small numbers. The CELDT will be used for initial assessment and administered annually to measure LEP students' progress towards English proficiency.	Principal Annual eval /w mid-year review			
3. How the SSD will promote parental and community participation in LEP programs  The school will invite parents of LEP students to serve on advisory committees and to attend twice yearly meetings to discuss and evaluate programs and services.	Principal Twice/year			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>- English proficiency</li> <li>- Academic achievement in the core academic subjects</li> </ul> <p>The state adopted Reading/Language Arts core curriculum will be used, with students mainstreamed.</p>	Teachers Ongoing			
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> <p>a. designed to improve the instruction and assessment of LEP children</p> <p>Teachers participate in SB395 or CLAD training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of LEP students.</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>As needed, teachers will participate in ongoing (2003-08), sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners.</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>Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners.</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <p>Principals will attend ongoing (2003-08) staff development in the most effective instructional strategies for accelerating the achievement of English Learners</p>	<p>Teachers/principal As indicated</p> <p>Teachers/principal As indicated</p> <p>Teachers/principal As indicated</p> <p>Teachers/principal As indicated</p>			
<b>Allowable Activities</b>				
<p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>The training for principals and teachers described previously is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</p>	Teachers/principal As indicated			
<p>7. Any:</p> <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students and/or</li> <li>b. intensified instruction</li> </ul> <p>EL students will be provided with additional instruction to learn English</p>	Teachers			
<p>8. How programs for English Learners are coordinated with other relevant programs and services</p>				
<p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>All programs and services for LEP students are focused on improving their English proficiency and academic achievement, as described above.</p>	Teachers Ongoing			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families -</p> <ul style="list-style-type: none"> <li>a. To improve English language skills of LEP children</li> <li>b. 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>The school provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.</p>	Teachers Ongoing			
<p>11. Efforts to improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> <li>a. The acquisition or development of educational technology or instructional materials</li> <li>b. Access to, and participation in, electronic networks for materials, training, and communication</li> <li>c. Incorporation of the above resources into curricula and programs</li> </ul> <p>The acquisition of educational technology will take place. Great effort will take place to access electronic networks for LEP students Efforts to incorporate all resources into LEP curricula will take place.</p>	Principal			
12. Other activities consistent with Title III or EIA/LEP funds				

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Required Activities</b>				
<p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program</p> <p>The CELDT is administered within 30 days of enrollment to students whose first three answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand</p>	<p>Teachers/Administrator Within 30 days of receiving results</p>	<p>Not applicable</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>English learners who score at the beginning to early intermediate on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the intermediate to early advanced levels are placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement.</p>	<p>Teachers/Administrator Within 30 days of receiving 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>The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program</p>	<p>Teachers/Administrator Within 30 days of receiving results</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>. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student's counselor and teachers for use in instructional planning.</p>	<p>Teachers/Administrator Within 30 days of receiving results</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 descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.</p>	<p>Teachers/Administrator Within 30 days of receiving results</p>			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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>Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, and the CAHSEE for each year in the program.</p>	<p>Teachers/Administrator Within 30 days of receiving results</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>For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP.) IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</p>	<p>Teachers/Administrator Within 30 days of receiving results</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</p> <p>The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available</p> <p>The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>	<p>Teachers/Administrator Within 30 days of receiving results</p> <p>Teachers/Administrator Within 30 days of receiving results</p>			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD</p> <p>The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>	<p>Teachers/Administrator Within 30 days of receiving results</p>			

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

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

### Plans to Provide Services for Immigrants

Please describe the following IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding (per Sec. 3115(e)).	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Allowable Activities</b>				
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.</p> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.</p> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<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> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<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> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</p>				
<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> <p>Not Applicable, SSD does not receive Title III Immigrant supplemental funding</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 school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

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

It is the philosophy of Bogus Elementary School that quality, tested professional development is critical in insuring that children advance in all subject areas. If teachers are given the right training and latest adopted materials to work with the results will be evident in accelerated student achievement. To this end Bogus Elementary endeavors to provide all of its employees with exemplary training in all areas of instruction and other aspects of school operation. Our teacher is involved in a Professional Learning Community Math project working with other teachers throughout the county setting up a scope and sequence for the administration of algebra through the grade levels K--12th grades. Our Instructional aides, teacher, custodial/maintenance , principal and superintendent have access to a variety of training subjects both for safety and instruction through Keenan and Associates training modules. Our cook and bus driver are exposed to periodic trainings in a variety of areas that pertain to their particular position. The superintendent attends monthly trainings and meetings sponsored by Siskiyou County Office of Education as well as other trainings related to the position. Our school board members are offered trainings in the areas of finance, budgets and governance of the school provided by CSBA, attorneys and others.

<b>Strengths</b>	<b>Needs</b>
Bogus is proactive in providing all employees with the training and equipment needed to perform their duties and ensure all students are on track.  Trainings from CSBA, SCOE, Keenan and Associates, CTAP, Class size Reduction training, food services training and a variety of other entities are provided for all employees	An effort needs to be made to provide teacher with more opportunities to collaborate with other teachers and administrators in and out of the county.  Teacher should be given the opportunity to have time to visit other schools, similar in nature, who are using exemplary strategies and programs to achieve their goals.

**Performance Goal 3:**

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

<p><b>School Goal 3:</b>  <b>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</b></p> <p>Bogus Elementary school employs only teachers, and administrators who are fully credentialed and meet all of the NCLB requirements for "highly qualified". Our instructional aides also are all NCLB qualified and have either taken the NCLB instructional aide test or have at least a AA Degree from an accepted educational institution.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All students K--6th grade will be taught by only highly trained individuals in their particular field of expertise.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Superintendent will continue to research and make available to employees trainings and workshops that are relevant to the expert performance of their particular job description.</p>
<p><b>Means of evaluating progress toward this goal:</b>                  Superintendent will monitor and keep updated personnel files on all employees documenting the various trainings they have had and need. Superintendent will continue to seek out quality training and workshops for all employees</p>	<p><b>Data to be collected to measure academic gains:</b>                  Teacher developed test, CST, accelerated reader AR tests will be used to ensure students are making at least required academic gains.</p>

**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>All professional development activities offered to employees are researched to ensure they are geared toward our ultimate goal, "student achievement"</p>	<p>superintendent, teachers, aides, custodial personnel, maintenance personnel,</p> <p>ongoing</p>	<p>travel</p>		<p>Title II</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>Superintendent collaborates with other administrators throughout the county and state to insure that any professional development is geared toward the final goal, "student academic achievement."</p>	<p>ongoing</p> <p>other administrative personnel</p>	<p>travel</p>		<p>title II</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>Providing quality professional development to all employees will ensure that all employees have the tools needed and confidence in their own ability to provide those lower achieving students with the tools and confidence they need to compete with students of all races and economic status.</p>	<p>ongoing</p> <p>student and instructors</p>			<p>PAR</p>
<p>4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Administrators will collaborate and network with other administrators throughout the county and state to keep current on</p>	<p>ongoing</p> <p>superintendents/ principals/teachers throughout county and state</p>	<p>travel</p>		<p>PAR</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Superintendent will be in constant contact with teacher and other school personnel and will be constantly monitoring needs of teachers in respect to quality training. Superintendent will use the information to develop a professional development program for all staff members.</p>	<p>ongoing</p> <p>teachers, aides</p>	<p>workshops, training materials, travel</p>		<p>title II</p> <p>PAR</p>
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>A variety of funds will be used to insure teachers receive professional development that will allow them to integrate technology into the curriculum and instruction to improve teaching, learning and technology literacy of students. CTAP will be used for most of the training</p>	<p>Ongoing</p> <p>teachers, aides</p>	<p>minimal</p>	<p>minimal</p>	<p>PAR,</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Teachers will continue to be trained in the use of technology in the classroom. In addition adequate funds will be budgeted for the purpose of purchase and upgrades of technology equipment and applications. Teachers in turn will train the aides in the various technology available at the school. Superintendent will continue to seek alternate funding to keep up with the growing need for technology.</p>	<p>ongoing</p> <p>teachers, students, aides</p>			<p>Title II</p>
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The School Site Council, teachers, aides and superintendent collaborate in monthly meetings exploring the needs of the teachers and school personnel in regards to professional development. The School Site Council is instrumental in the development of the single school plan.</p>	<p>Monthly meetings</p> <p>SSC, teachers, administrators</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <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>In any given school setting, and in every grade level there will be a variety of different skill sets, learning styles, and ability levels within one classroom. Teachers have been trained in intervention techniques to address all of the various needs in their classroom.</p> <p>Teachers use a variety of teaching strategies to reach the various groups of students in the classroom, whether they are RSP, GATE or any other type of student.</p> <p>Teachers and aides in our small school setting know all of the students and their various backgrounds and family situations intimately. Having this close communication with parents and students alike eliminates bad student behavior, in most cases. It also allows us to build a great working relationship with our families. Most families in our school are very anxious to be involved, in a big way, with every aspect of student education in our school.</p> <p>Using all of our multiple measures of student assessment we are able to keep parents informed and develop an individual educational plan for each student that addresses the needs of the various students. Keeping the parents in this loop ensures support and involvement of the parents.</p>	<p>ongoing</p> <p>school staff and parents</p>			<p>Title II</p>
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p>				

**Performance Goal 4:**

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

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

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

Strengths	Needs
<p>Bogus School District provides a safe, clean, comfortable , drug free campus for students to learn. We are constantly monitoring all aspects of school operations to insure that the needs of the students are met. All students are supported socially, emotionally, physically, intellectually and psychologically so that they can key in on what is important, their education. Our attendance coordinator closely monitors attendance of all students and is in close communication with parents of students missing school to remove barriers that are not allowing students to attend regularly. We offer an independent study program for those students who need to miss school for valid reasons.</p> <p>Poor student behavior is virtually non-existent in our school due to the close communication the school maintains with our families.</p> <p>Parents and students are involved in projects together such as our "Outdoor Science Classroom " which is currently under construction. Because of this close communication with our families we are able to get many projects completed with a minimum of fund expenditures. Our parents see the benefit of becoming very involved in their students education.</p>	additional state and federal funding

**Environments Conducive to Learning (Activities)**

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

Activities
<p>Pacific Power Grant Outdoor Science Lab Classroom Weekly Music Program---all students involved Mt. League sports program Periodic Site Inspections-- for safety and aesthetics Attendance Monitoring Multiple Measures testing Accelerated Reader Program Ski Trips Field Trips Special class outings Special fundraising activities (put on by Parent club)---that involves students, staff and community members</p>

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

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

Strengths	Needs
<p>The school has not had any incidence of violence, alcohol, tobacco or drug use in several years. We can attribute this to the constant, close contact we have with our parents and community members. We also attribute this to our constant monitoring of our students by all of our staff. The school is so close knit that it is almost like a family atmosphere. Everybody looks out for everybody else; including the students.</p>	<p>more state and local funding</p>

**Performance Goal 4:**

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

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

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

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

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 12/2007 Siskiyou Countywide Data Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 8 7th: 18	5th: 1 7th: 1
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 12 9th: 22 11th: 41	7th: 1 9th: 1 11th: 1
The percentage of students that have used marijuana will decrease biennially by:	5th: 2 7th: 6	5th: 1 7th: 1
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 13 9th: 30 11th: 44	7th: 1 9th: 1 11th: 1
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 5 9th: 16 11th: 25	7th: 1 9th: 1 11th: 1
The percentage of students that feel very safe at school will increase biennially by:	5th: 50 7th: 50 9th: 19 11th: 24	5th: 1 7th: 1 9th: 1 11th: 1
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 27 9th: 21 11th: 9	7th: 1 9th: 1 11th: 1

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 1 from the current LEA rate shown here.  Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	13	1
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 12/2007 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: 80 7th: 43 9th: 31 11th: 44	5th: 1 7th: 1 9th: 1 11th: 1
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: 87 7th: 62 9th: 42 11th: 51	5th: 1 7th: 1 9th: 1 11th: 1
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5th: 23 7th: 91 9th: 13 11th: 18	5th: 1 7th: 1 9th: 1 11th: 1
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5th: 63 7th: 53 9th: 39 11th: 43	5th: 1 7th: 1 9th: 1 11th: 1

**Other Performance Measures**

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
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**Science Based Programs (4115 (a)(1)(C))**

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

Program 1	
<b>Science Based Program Name:</b>	Too Good For Drugs
<b>Program ATODV Focus:</b>	Tobacco
<b>Target Grade Levels:</b>	7,9
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	9/06
<b>Staff Training Date:</b>	10/06
<b>Start Date:</b>	10/07
Program 2	
<b>Science Based Program Name:</b>	Botvin's Life Skills Training
<b>Program ATODV Focus:</b>	ATODV
<b>Target Grade Levels:</b>	6-8
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	6/03
<b>Staff Training Date:</b>	10/03
<b>Start Date:</b>	10/04
Program 3	
<b>Science Based Program Name:</b>	Second Step
<b>Program ATODV Focus:</b>	ATOD
<b>Target Grade Levels:</b>	6-8
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	9/07
<b>Staff Training Date:</b>	9/07
<b>Start Date:</b>	10/07

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

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

Activities	Program ATODV Focus	Target Grade Levels
<input checked="" type="checkbox"/> After School Programs		K-8
<input type="checkbox"/> Conflict Mediation/Resolution		
<input checked="" type="checkbox"/> Early Intervention and Counseling	ATOD	6-12
<input checked="" type="checkbox"/> Environmental Strategies		
<input checked="" type="checkbox"/> Family and Community Collaboration		
<input checked="" type="checkbox"/> Media Literacy and Advocacy		
<input type="checkbox"/> Mentoring	AOD	6-12
<input checked="" type="checkbox"/> Peer - Helping and Peer Leaders	Peer Toacco Educators HIV & STD Peer Educators	6-12
<input type="checkbox"/> Positive Alternatives		
<input checked="" type="checkbox"/> School Policies	Zero tolerance	6-12
<input type="checkbox"/> Service - Learning/Community Service		
<input type="checkbox"/> Student Assistance Programs		
<input checked="" type="checkbox"/> Tobacco - Use Cessation	TAP	9-12
<input checked="" type="checkbox"/> Youth Development Caring Schools Caring Classrooms	Tobacco	
<input checked="" type="checkbox"/> Other Activities	Domestic Violence Prevention Speaker Panel- Addicts and Drama presentation ATODV	6-12

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

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Promising Program Name:	Teens Tackle Tobacco
Program ATODV Focus:	Tobacco
Target Grade Levels:	6-12
Target Population Size:	
Purchase Date:	6/-2
Staff Training Date:	9/02
Start Date:	10/02

  

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

  

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

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

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

[ ]

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

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

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The TGFD curriculum was implemented in the 9th grade in an attempt to provide a research-based curriculum to most 7th graders all 9th graders providing a seamless and coordinated program. Botvin's Life Skills Training will be taught to the majority of 7-8th grade students beginning next year ('03-'04) providing grant funds are awarded. Botvin's Life Skills Training continues to be taught ('06-'07).

The Teens Tackle Tobacco Program is in use countywide at the high school level. This program was selected because it engendered the participation of a new segment of the teaching community – art instructors. It also contained a wide variety of activities to implement, is fun to use, and supports Youth Development principles.

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

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

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The CHKS will be administered in all schools every other year. All students participating in programs and curriculum will complete pre and post questionnaires as well as participant satisfaction surveys. Data will be compiled and analyzed by the SCOE. Fidelity logs will be completed by staff implementing programs and their input will be sought as to perceived needs and suggested improvements in program plan.

**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.

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Results of CHKS and student survey data will be published in local newspapers, parent newsletters and presented at site council and superintendent/principal meetings. Helping Youth Succeed! A Guide for Parents and Community has been published and distributed to all students countywide. It is available to the public on the SCOE website. The CHKS data, included in the publication will be updated and distributed every other year. Distribution of CHKS data will be dependent upon the availability of results from WestEd.

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

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

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100% of Title IV funds are Reaped to Title I, II, or V.

**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.

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Partnerships are strong with County programs:

1. Students are referred to
  - a. Behavior Health Services for counseling
  - b. Therapeutic Horse Program
  - c. PALS, a mentoring program
2. Siskiyou Domestic Violence for grades 6-12
3. Victim's Witness
4. Private counseling with local therapists
5. Schools work with the County Office of Education who provides a counselor on staff that works with districts to address student needs related to ATODV.

**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.

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Parents serve on the SSC. Parents are informed of student survey results, participate in development of goals and strategies to address student needs, and help evaluate the program progress annually through SSC meetings. Survey results are shared annually through the distribution of Helping Youth Succeed! A Guide for Community and Parents. Helping Youth Succeed! is available on-line at the Siskiyou County Office of Education website. [www.sisnet.ssku.k12.ca.us](http://www.sisnet.ssku.k12.ca.us)

**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.

Pregnant and parent minors are referred to the administrator and school nurse. The school nurse interviews the student to determine needs and issues, including tobacco use. Pregnant and parent minors will be provided TUPE services through the AFLP and Cal-Learn Programs via their case manager and group activities. The Fresh Start, and TAP/TEG curricula will be utilized. Services are to include: tobacco prevention education, with an emphasis on second hand smoke, tobacco-free activities, and cessation services.

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

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

Position/Title	Full Time Equivalent
Prevention Services Coordinator	.41 FTE
6 District Coordinator/School Nurse	.09,.05,.19,.14,.12,.06, FTE
2 Teen Parent Case Managers, Administrative Assistant	.02, /04 FTE

**Additional Mandatory Title I Descriptions**

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

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

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

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

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

- 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**

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

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

<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <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>	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

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

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**Program Improvement (PI) - Seeking Technical Assistance**

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

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."

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<b>Program Improvement (PI) - Parent Notification</b>	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	

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

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<b>Highly Qualified Teachers</b>	
<p>Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	
<p>Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	

**Coordination of Educational Services**

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

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<b>Increasing Program Effectiveness</b>
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**Increasing Program Effectiveness**

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

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.

## **Part III**

### **Assurances and Attachments**

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

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

Appendix B: Links to Data Web sites

Appendix C: Science - Based Programs

Appendix D: Research - based Activities

Appendix E: Promising or Favorable Programs

Appendix F: School and Student Performance Data Forms

## **Assurances**

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

### **General Assurances**

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

## **TITLE I, PART A**

The SSD, hereby, assures that it will:

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

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

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

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

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

34. The SSD, hereby, assures that:

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

## **TITLE II, PART D**

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

### **TITLE III**

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

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

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

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

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

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

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

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

### **Other**

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

## Signature Page

Fred Ehmke

Printed or typed name of Superintendent

Date

Signature of Superintendent

## School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (***list***)

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

Attested:

Fred Ehmke		
Typed name of Superintendent	Signature of Superintendent	Date

Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

**Local Educational Agency Plan  
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**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  
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**Appendix B**

**Links to Data Web sites**

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

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

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**Appendix C  
(School - Based Programs - A to L)**

**Science - Based Programs**

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

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

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

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

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

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

**School - Based Programs**

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

**Appendix C**  
**(School - Based Programs - M to Z)**

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

**Appendix C**  
**(Community and Family - Based Programs - A to Z)**

Community and Family - based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home - Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent - Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse - Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

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**Appendix D**

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

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

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

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

**Promising or Favorable Programs**

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth 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) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca - Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D

**Appendix E**  
**(Promising or Favorable Programs - H to P)**

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

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

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

## Appendix F

### School and Student Performance Data Forms

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

## Appendix F

### School and Student Performance Data Forms

**Table 2: English - Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	--	--	--	--	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	--	--	100	--	--	--	100	100	100	100	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)  
 = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

## Appendix F

### School and Student Performance Data Forms

**Table 3: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	--	--	--	--	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	--	--	100	--	--	--	100	100	100	100	--	--
Number At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)  
 = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

## Appendix F

### School and Student Performance Data Forms

**Table 4: California English Language Development (CELDT) Data**

<b>Grade</b>	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
<b>K</b>											
<b>1</b>											
<b>2</b>											
<b>3</b>											
<b>4</b>											
<b>5</b>											
<b>6</b>											
<b>7</b>											
<b>8</b>											
<b>9</b>											
<b>10</b>											
<b>11</b>											
<b>12</b>											
<b>Total</b>											

## Appendix G

### School Site Council Membership

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
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	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Numbers of members of each category</b>					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.