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# Part I

## Background and Overview

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

1. stronger accountability for results;
2. greater flexibility and local control for states, school districts, and schools in the use of federal funds
3. enhanced parental choice for parents of children from disadvantaged backgrounds, and
4. 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:

1. rigorous academic standards
2. standards-aligned instructional materials
3. standards-based professional development
4. standards-aligned assessment

5. 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.

In 2011, the LEA was identified as Program Improvement Year 1. The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, a Plan Addendum was developed and submitted to the CDE.

Also, the LEA was identified as Title III Year 2 for failing to meet Annual Measurable Achievement Objective 2 (AMAO 2). Failing to reach target for ELs in language instruction educational program for fewer than 5 years that meet the English Proficient level on CELDT. The LEA is required to complete and submit a Title III Plan in CAIS.

### Descriptions of Plan and 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, school-level Single Plan for Student Achievement, and Categorical Program Monitoring. California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

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

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

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools

throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

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

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

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 school site 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. SPSAs are aligned with LEA. While developing the SPSA, School Site Councils utilize the nine Essential Program Components (EPCs) of the Academic Program Survey (APS) to ensure alignment between schools and with the LEA Plan.

### ***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 LEA utilizes four self assessment tools developed by the CDE to ensure programmatic clarity and coherence to effectively address students' diverse needs. All are based upon the nine Essential

Program Components (EPCs) for Instructional Success and provide different perspectives on building a coherent instructional system for all students.

- The District Assistance Survey (DAS)
- The Academic Program Survey (APS)
- The English Learner Subgroup Self Assessment (ELSSA)
- The Inventory of Services and Supports (ISS) for Students with Disabilities

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

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

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

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

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are

means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.

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

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

#### **Analyze Student Performance**

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

Tables of data for schools and district are available online:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent

amendments should be approved by the local governing board and kept on file with the original LEA Plan.

***Step Six: Monitor Implementation***

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

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following:

- a) How are performance targets and activities based on student performance and factual assessment of current educational practice?
- b) How educationally sound is the plan to help reach the targets?
- c) How timely and effectively is the plan being implemented?
- d) If the plan has not been implemented as written, what were the obstacles to implementation?

The following checklist is used to indicate planning steps as they are completed.

**Planning Checklist for LEA Plan Development**

LEA Plan – Comprehensive Planning Process Steps	
√	Measure effectiveness of current improvement strategies
√	Seek input from staff, advisory committees, and community members.
√	Develop or revise performance goals
√	Revise improvement strategies and expenditures
√	Local governing board approval
√	Monitor Implementation

## Federal and State Programs Checklist

All applicable programs operated by the LEA are (√). Since 2008 many categorical programs have been flexed. The LEA and its SSCs collaborate to develop a list of priority programs/activities focusing on student achievement. As categorical funding becomes available, the LEA and SSCs will refer to the aforementioned list to determine allocation. CDE allocates funding in partial payment installments. Therefore, the District plans conservatively and makes expenditures based on ConApp Part II.

A portion of Title I funding may be used for staff development for teachers who at some point during the school day teach identified Title I students. These strategies also support the ELD program.

The LEA determines allocation of Title II, Part A funds to support professional development and the goals in this plan.

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Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants	√	Tobacco Use Prevention Education (Prop 99)
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
	Title V, Part A, Innovative Programs – Parental Choice	√	School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Tenth Grade Counseling
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	IDEA, Special Education		Other (describe):
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		

**District Budget for Federal Programs 2011-2012**

Programs	Prior Year District Carryovers (2010-11)	Current Year District Entitlements (2011-12)	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$42,039	\$150,356	\$192,395	Suburu 100%
Title I, AARA	\$16,594	\$0	\$16,594	Suburu 100%
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	\$0	\$521	\$521	Suburu 100%
Title II Part A, Subpart 2, Improving Teacher Quality	\$6,430	\$13,054	\$19,484	Allocated by LEA 100%
Title II, Part D, Enhancing Education Through Technology	\$0	\$2,781	\$2,781	Allocated by LEA 100%
Title III, Limited English Proficient	\$0	\$16,780	\$16,780	Lakeside 50% Suburu 50%
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	N/A	N/A	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education, ARRA	\$0	\$9,014 (1-time funding)	\$9,014 (1-time funding)	Allocated by LEA 100%
21 <sup>st</sup> Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A
<b>TOTAL</b>	\$65,063	\$192,506	\$257,569	

**District Budget for State Programs 2011-2012**

<b>Categories</b>	<b>Prior Year District Carryovers (2010-11)</b>	<b>Current Year District Entitlements (2011-2012)</b>	<b>Current Year Direct Services to Students at School Sites (\$)</b>	<b>Current Year Direct Services to Students at School Sites (%)</b>
EIA – State Compensatory Education	\$0	\$0	\$0	N/A
EIA – Limited English Proficient	\$0	\$137,797	\$137,797	Lakeside 81% Suburu 19%
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	\$0	\$75,747 (flex)	\$75,747 (flex)	Allocated by LEA 100%
Child Development Programs	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	N/A	N/A	N/A	N/A
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	\$0	\$4,162 (flex)	\$4,162 (flex)	Allocated by LEA 100%
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A
<b>TOTAL</b>	\$0	\$217,706	\$217,706	

## Part II

### The Plan

#### *Needs Assessments*

##### **Academic Achievement**

As part of the planning process for the single school plans for each school in the Lakeside Union School District, the school site councils conduct needs assessments of the teachers and parents at both district schools. Appendices to the LEA Plan include current API scores, CELDT results, and SARC information from both schools.

The parent surveys focused on their understanding of the standards and test score communication via communiqués and conferences; the need for a variety of parent education sessions; their feelings about the safety issues at the school.

##### **Professional Development and Hiring**

The district has worked to plan professional development that recognizes the need to support all district staff toward their goal of being highly qualified. The district has supported the teachers who have earned their CLAD certificates and helps them better serve our EL population. Currently all of our district teachers are CLAD certified. In addition, all are fully credentialed and highly qualified. There are five (5) teachers in the district with master's degrees. All administrators in the district have administrative credentials. As part of the BTSA program, new teachers are inducted to the district via work with their supporting teachers.

A portion of Title I funding may be used for staff development for teachers who at some point during the school day teach identified Title I students. Staff development provided encompasses research-based instructional strategies in the area of language arts, which will increase the success of identified Title I students. This professional development is in response to needs identified by student data and teacher requests. These strategies also support the ELD program.

The LEA determines allocation of Title II, Part A funds to support professional development and the goals in this plan.

In hiring, administration gives priority to new teachers who are fully credentialed and CLAD certified. We collaborate with California State University at Bakersfield and private universities. These close linkages with the universities give us early access to the best and the brightest new teachers. We interview as a team, thus, giving the principals the ability to hire and train their own new staff members.

## **School Safety**

The district has a code of conduct policy that is strongly enforced, clearly communicated to students, staff and parents and that supports student learning. All staff members have been trained and meet frequently in Student Success Team meetings to support an environment conducive to learning for all students. A clear set of emergency procedures is contained in the Safety Plans on both campuses and regular practice drills are conducted. Most staff members are CPR trained. The reported incidents of violence and crime are very low. There are one to two serious vandalism incidents per year in the district and no weapons, drug, or violence expulsions. A district committee has worked effectively with city planners to alleviate parking problems at Suburu School. Suburu School initiated the first student valet parking program in Kern County.

## ***District Planning***

District advisory planning committees: The School Site Council (including the ELAC/DELAC committees), Technology Committee, District Administrative Cabinet, Principals' Advisory Committees, and Student Councils. Goals will be addressed in the following ways:

- Continue to hold bimonthly/monthly grade level meetings and staff meetings.
- Schedule monthly meetings of the principals' advisory meetings, aide in-service meetings, and administrative cabinet meetings.
- Continue to have School Site Council meetings with emphasis on student achievement and parent/teacher education to support this goal.
- Schedule quarterly meetings with the technology committee.
- Continue and update quarterly benchmark testing.
- Explore ways to increase student access to qualified school counseling services.

## ***District Profile***

The mission of the Lakeside Union school district is to efficiently and equitably prepare all students for productive and successful citizenship in our society. Toward that end, the district is committed to a comprehensive core curriculum, grounded in cultural literacy, to develop the broad background of fundamental knowledge necessary to promote intellectual, ethical, cultural emotional and physical growth.

Our schools believe in the importance of each individual in the school community. We work together as a team with students, parents, staff and faculty to assure the success of each student. We meet often with a variety of committees to focus on goals for teaching and learning. We are responsive to the needs of the members of our school community. We evaluate our practices and programs frequently and adjust them based on those assessments.

There are two schools in the Lakeside Union School District. Donald E. Suburu School is in the northern part of the district in the residential development of Silver Creek. There are 750 students in grades K-5 in 33 classrooms. The majority of K-3 classrooms are 20-1 and the 4th and 5th grades 30-1. Lakeside Elementary School is seven miles south of Suburu in a more rural setting. The K-5 students are in six classrooms for students who live in the school boundary. All students in the district attend Lakeside Elementary for grades 6th through 8th. 6th grade is self-contained; 7th and 8th are departmentalized. The total enrollment at Lakeside Elementary is 590. The principals at both schools are committed to the goal of communication district-wide. This goal is achieved by conducting regular principal meetings and grade level meetings that are district-wide on a regular basis. The schools often participate in activities together such as Reading Week, Red Ribbon Week, various assemblies, band and choir.

### ***Local Measures of Student Performance***

*(other than state-level assessments)*

Aside from the STAR state testing program and the CELDT testing program that are mandated statewide, the students in the Lakeside School District are assessed in a variety of ways.

- Bench Marks tests - quarterly
- Writing samples
- Accelerated Reading assessments
- Running records
- Moving Into English assessments for EL Students
- Academic testing/screenings for the Learning Center and Speech and Language
- Quarterly Report Cards

**Performance Goal 1a: Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>a. All staff is provided with standards, frameworks and curriculum guides.</li> <li>b. All staff is provided with state adopted, standards based textbooks.</li> <li>c. All staff is provided with staff development on standards, use of the texts, writing rubrics, supplemental materials.</li> <li>d. Library materials are purchased to support the core.</li> <li>e. Regular time is allocated for grade level collaboration.</li> <li>f. Benchmark tests are based on standards and administered at all levels.</li> </ul>	Admin., Teachers	Textbooks, Librarian’s Salary, Consultant Fees		General Fund, Title 1
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>a. All district teachers use state adopted standards based materials.</li> <li>b. Principals check lesson plans and do a classroom walk through on a regular basis</li> <li>c. There are bi-weekly grade level meetings scheduled for curriculum planning and collaboration.</li> <li>d. All teachers trained in Thinking Maps and Write From the Beginning</li> </ul>	Admin., Teachers	Textbooks Duplicating costs		General Fund
3. Extended learning time: <ul style="list-style-type: none"> <li>a. Summer School for remediation</li> <li>b. Before and after school tutoring</li> <li>c. Homework Club after school</li> <li>d. After school clubs</li> <li>e. Website homework assistance by teacher</li> </ul>	Admin., Teachers & Parents	Teacher’s Salary Trans. Cost		General Fund, Title I
4. Increased access to technology: <ul style="list-style-type: none"> <li>a. Technology Grant</li> <li>b. Accelerated Reader</li> <li>c. Technology support included with</li> </ul>	Admin., Tech. Committee,	Listening Centers Videos		Tech Grant, General

<p>Reading Text</p> <ul style="list-style-type: none"> <li>d. Star Reading assessments</li> <li>e. Neo 2 and student responders</li> <li>f. Computer Labs at both schools</li> <li>g. Computers in classrooms</li> <li>h. Interactive whiteboards in classrooms</li> <li>i. Document cameras in classrooms</li> </ul>	School Site Council	Computer and Internet Connections		Fund Donations Measure I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials</p> <ul style="list-style-type: none"> <li>a. Structured teacher planning time, grade level and cross grade level collaboration, BTSA training</li> <li>b. Technology integration staff development</li> </ul>	Admin., Principals, Teachers	Salaries Materials and Supplies Consultant Fees Conference Cost		General Fund, Title 1, Title 3, PAR/BTSA
<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>a. Parent Teacher Club, School Site Council, ELAC, DELAC, Back to School Night, Conferences, Classroom volunteers, Newsletters, SARC, Websites, Standards Tri-Folds sent home, Reading week, Family Day, Carnivals, Annual BBQ, daily homework messages for each class on phone system, Open House</li> </ul>	Principals, Parents, Secretaries, Site Council Members PTC, EL coordinator	Material Cost Mailing Cost		General Fund, EIA/LEP Title 1 ELAP, Title III
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>a. Community Readers, Kindergarten and Fifth Grade orientations, Conferences, SST and IEP meetings, re-designation meetings, Aides in the classrooms, parent Education nights, migrant outreach program.</li> </ul>	Classroom Aides, Summer School, Reading Courses	Salaries and Benefits Salaries and Benefits for Summer School Staff		General Fund, EIA/LEP, SIP Title 1, 3 Migrant Special Education
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>a. API and AYP, CELDT, promotion retention rates, re-designation rates, multiple measures results, School Site Council surveys and analysis. Results per single school plans, grade level and principal committee evaluations.</li> </ul>	Board, Superintendent, Principals, Teachers, Site Council Members	No extra cost	N/A	N/A
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>a. Accelerated Reading</li> <li>b. After School Tutoring</li> <li>c. Remedial Summer School</li> <li>d. Instructional Aides</li> </ul>	Admin., Teachers, Specialists, Psychologist, Parents, Instructional	Salaries and Benefits		General Fund, Title 1 Special Education, EIA/LEP

<ul style="list-style-type: none"> <li>e. SST, 504 and IEP meetings</li> <li>f. Ability grouping for junior high</li> <li>g. Remedial reading</li> </ul>	Aides			
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> <li>a. Free and Reduced lunch and breakfast, school nurse, psychologist, counseling, after school programs, guest speakers, community readers, county academic competitions in oral language, and science; awards assemblies for honor roll and student of the week/month, ability grouping for junior high language arts and math.</li> </ul>	District personnel, Probation Department, Community Members, County Personnel Bakersfield Police Department	Materials and Supplies		General Fund, Title 1

**Performance Goal 1b: Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Est. Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>a. All staff is provided with standards, frameworks, and curriculum guides.</li> <li>b. All staff is provided with state adopted, standards based textbooks. All staff is provided with staff development on standards, use of the texts, rubrics, supplemental materials.</li> <li>c. Library materials are purchased to support the core.</li> <li>d. Regular time is allocated for grade level collaboration</li> <li>e. Benchmark tests are based on standards and administered at all levels</li> </ul>	Admin., Teachers	Textbooks Librarian's Salary Classroom materials		General Fund, Title1
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>a. All district teachers use state adopted standards based materials.</li> <li>b. Principals check lesson plans and conduct a walk through on a regular basis.</li> <li>c. There are bimonthly grade level meetings scheduled for curriculum planning and calibration.</li> </ul>	Admin., Teachers	Instructional Materials Duplicating Cost Work Books		General Fund
3. Extended learning time: <ul style="list-style-type: none"> <li>a. Summer School for remediation</li> <li>b. After and before school tutoring</li> <li>c. Homework Club after school</li> <li>d. After school clubs</li> <li>e. Website homework assistance by teachers</li> </ul>	Admin., Teachers and Parents	Teacher's Salary and benefits Trans. Cost		Title I
4. Increased access to technology: <ul style="list-style-type: none"> <li>a. Technology Grant</li> <li>b. Technology support included with text</li> <li>c. Neo 2 and student responders</li> <li>d. Computer labs at both schools</li> <li>e. Computers in the classrooms</li> <li>f. Interactive boards in the classrooms</li> <li>g. Document cameras in the classrooms</li> </ul>	Admin., Tech. Commit., School Site Council	Instructional Materials and Equipment Computers Software		Tech Grant, General Fund, Donations

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>a. In-service on Harcourt Math, and technology collaboration</li> <li>b. Structured teacher planning time, grade level and cross grade level collaboration, BTSA training.</li> </ul>	Admin., Principals, Teachers	Salaries, Materials and Supplies, Consultant Fees		General Fund, Title 1, Title 3, PAR/ BTSA ELAP
<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>a. Parent/Teacher Club, School Site Council, ELAC, DELAC, Back to School Night, Conferences, Classroom Volunteers, Newsletters, SARC, Websites, Family Day, Carnivals, Annual BBQ, daily homework messages for each class on phone system, Open House</li> </ul>	Principals, Parents, Staff, Site Council Members PTC	Material Cost Mailing Cost		General Fund, EIA/LEP, SIP, Title 1 ELAP
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>a. Community Readers, Kindergarten and Fourth grade orientations, Conferences, SAT and IEP meetings, re-classification meetings, Aides in the classrooms, parent Education nights, migrant outreach program</li> </ul>	Classroom Aides, Summer School, Psychol.	Salaries and Benefits		General Fund, EIA/LEP, Title 1, 3, Migrant Special Education
<p>8. Monitoring program effectiveness: API and AYP, promotion retention rates, re-designation rates, multiple measures results, school site council surveys and analysis. Results per single school plans, grade level and principal committee evaluations.</p>	Board, Superint., Principals, Teachers, Site Council Members	No extra cost	N/A	N/A
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>a. After School Tutoring</li> <li>b. Remedial Summer School</li> <li>c. Instructional Aides</li> <li>d. SST, 504 and IEP meetings</li> <li>e. Ability grouping for middle school</li> <li>f. Remedial Math</li> </ul>	Admin., Teachers, Specialist, Psychol., Parents, Inst. Aides	Salaries and Benefits		General Fund, Title 1, Special Education, EIA/LEP

<p>10. Any additional services tied to student academic needs:</p> <p>a. Free and Reduced lunch and breakfast, school nurse, psychologist, counseling, truancy program, after school programs, guest speakers, community readers, Field Trips, county academic competitions in science, and math; awards assemblies for honor roll and student of the week/month, ability grouping for 6-8 grade Math</p>	<p>District Personnel, Probation Dept., Comm. Members, County personnel Police Depart.</p>	<p>Materials and Supplies</p>		<p>General Fund, Title 1, Title 4</p>
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**Performance Goal 2: Limited English Proficient Students and Immigrants (Title III)**

**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.**

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> <li>i. meeting the annual measurable achievement objectives described in Section 3122;</li> <li>ii. making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>iii. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ul>	<p>1a. Adopted core series: Houghton Mifflin (K-5)/Prentice Hall (6-8). Specialized activities for LEP students. Extension Series: Moving Into English and High Point. Strategies: ELD, SDAIE, SEI</p> <p>ELD will be taught at least 30 minutes per day by a qualified teacher at their English proficiency.</p> <p>Place students by their EL level and provide Newcomers Club.</p> <p>1b. Materials, strategies, and time addressed in 1a. Personnel: CLAD, BCLAD, bilingual teacher and instructional aides. Training: Adopted Series, phonics programs, CLAD.</p> <p>1c. Accountability: CELDT, Interim assessments, ELD standards and profiles, API/AYP.</p> <p>1d. SSC, DELAC, ELAC, PTC, via flyers, newsletters, notes home and website. Parent education letter. Parent workshops. Parent notification regarding test scores, programs, reclassification. Parents are active participants in IEP meetings. Reclassification meetings. Forms translated into Spanish.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>Supplemental systematic programs: Explicit Direct Instruction, Scaffolding, Front loading Reading Groups, High Levels of interaction, Thinking Maps, Write From the Beginning. Effectiveness: Determined by CELDT, API/AYP, Local Benchmarks,</p>

<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>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;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>3a. Annual CELDT Training, Moving Into English, EL Coordinator facilitates and oversees assessments and instruction. On-going trainings for administrators and program coordinator.</p> <p>3b. Teachers attend conferences for EL strategies, evaluated by principals trained at EL institute. EL Coordinator facilitates and oversees assessments and instruction.</p> <p>3c. Teachers' subject matter knowledge: Thinking Maps, Write from the Beginning, CLAD, and EL training component of Literature Series. On-going EL training for Coordinator and Administrators. Frontloading, EL Institute.</p> <p>3d. On-going monthly staff meetings and lesson plan checks. Observations by administrators.</p>
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<b>Allowable Activities</b>	Description of how the LEA is meeting or plans to meet this requirement.	
4. Upgrade program objectives and effective instructional strategies.	Yes or No  Yes	If yes, describe: Ongoing training for program coordinator Discussion groups between program coordinator and EL teachers
5. Provide tutorials and academic or vocational education for LEP students; and intensified instruction.	Yes or No  Yes	If yes, describe:  Rosetta Stone, Newcomer's Club
6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No  Yes	If yes, describe:  Thinking Maps, Write from the Beginning, Moving Into English
7. Improve the English proficiency and academic achievement of LEP children.	Yes or No  Yes	If yes, describe: Frontloading for Houghton Mifflin., ELD at Proficiency Level Newcomer's Club
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families a. To improve English language skills of LEP children; and b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes or No  Yes	If yes, describe:  Parent/Child Homework Academy Parent Workshops ELAC/DELAC
9. Improve the instruction of LEP children by providing for: a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication; and c. Incorporation of the above resources into curricula and programs.	Yes or No  Yes	If yes, describe:  Rosetta Stone Online Publisher website activities
10. Other activities consistent with Title III.	Yes or No	If yes, describe:

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

**Parents of Limited-English-Proficient students must be notified:** The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> <li>h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	<p>1a. Letter to parents informing them of need to CELDT test.</p> <p>Program Placement letter</p> <p>1b-h: Letter to parents notifying of CELDT results, including description of available programs.</p> <p>Pamphlet, video, website, and power point presentation describing districts ELL programs and Parental Rights will be developed.</p> <p>IEP programs goals will dovetail with ELD goals.</p> <p>Uniform Complaint Procedure will be disseminated the first week of school with Parent Rights forms.</p> <p>ELAC/DELAC Meetings</p>

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

**LEA Parent Notification Failure to Make Progress**

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

**Plans to Provide Services for Immigrants**

<p><b>Allowable Activities</b>                      IF the LEA is receiving or planning to receive Title III Immigrant funding, complete table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<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>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• Parent workshops</li> </ul>
<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>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• EL Institute</li> <li>• In-services</li> </ul>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• Kern County Superintendent of School Migrant Education Program</li> <li>• EL Newcomer’s Club</li> </ul>
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• Moving Into English (K-5)</li> <li>• High Point (Gr 6-8)</li> <li>• Rosetta Stone Software</li> </ul>
<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>Yes or No No</p>	<p>If yes, describe:</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>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• EL Newcomer’s Club</li> </ul>
<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants and to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

**Performance Goal 3: All students will be taught by highly qualified teachers.**

Summary of Needs and Strengths for Professional Development

STRENGTHS	NEEDS
<p>All teachers are appropriately credentialed</p> <p>All of our teachers have a CLAD/CTEL certificate</p> <p>All K-5 teachers trained in Thinking Maps and Write From the Beginning</p> <p>All teachers are highly qualified</p> <p>All teachers trained in Edusoft</p> <p>All teachers trained in adopted curriculum for core subjects.</p> <p>All teachers trained on unwrapping the standards.</p> <p>EL teachers trained on Moving Into English and working with EL students including demonstration lessons.</p>	

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

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

Please provide a description of:	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 teachers have been trained on the use of text materials and supplementary materials for the core curricular areas.</p> <p>All new teachers have been trained on the teaching standards with the BTSA CFASST model.</p> <p>Standards and frameworks have been given to all teachers.</p>	<p>Admin., Teachers, various presenters from the county and other staff developers.</p>	<p>Consultant Fees</p>		<p>General Fund, Title 1,2,3 BTSA</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>The BTSA training for new teachers is based on the most current research and expert advice pertaining to best teaching practice.</p>	<p>Admin., Principals, Teachers, Consultants</p>	<p>Consultants Fee</p>		<p>General Fund</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>These activities have already had a measurable impact on students as evidenced by increased API/AYP every year, especially in the areas of reading and writing.</p> <p>The BTSA CFASST training have increased new teacher competency as evidenced by principal observation reports.</p>	<p>Admin., Teachers, Trainers</p>	<p>Staff Development</p>		<p>General Fund, Title 1,2,3 BTSA</p>

<p>The rates of re-designation of EL students have increased since so many teachers are now CLAD certified and have increased their skills for working with these students.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The teachers will also be included in all staff developments offerings the district provided via the other funding sources through BTSA, conferences etc. in all areas to support the CORE and supplementary instruction in the district.</p>	<p>Admin., Teachers</p>			<p>General Fund, Title 2, BTSA</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Teachers and administrators will continue to attend training offered by a variety of trainers that meet the professional goals of each.</p>	<p>Admin., Teachers, Trainers</p>	<p>Workshops</p>		<p>General Fund, Title 1,2,3 BTSA</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction in order to improve teaching, learning, and technology literacy:</p> <p>Professional development activities will be coordinated to address staff needs in assisting all students to meet or exceed state standards.</p>	<p>Admin., Principals, Committee Site Council, ongoing BTSA panel</p>			<p>General Fund, Title II, BTSA</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</p>	<p>Admin., and Technology coordinator</p>	<p>Computer and upgrading, Licenses,</p>		<p>General Fund, Title II, Measure I</p>

<p>development.):</p> <ul style="list-style-type: none"> <li>a. The district will continue to upgrade labs.</li> <li>b. We will explore using technology as an integral part of our homework club offerings at both sites.</li> <li>c. Professional development in the effective use of technology to support standard-based practice will be ongoing.</li> </ul>				
<p>8. How the LEA, relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>a. Administrative Cabinet includes principals, vice principals, superintendent, and district psychologist.</li> <li>b. The schools conduct an annual needs assessment, establish professional development goals that are tied to improving (i) teachers' and principals' knowledge and skill (ii) organizational support for improved teaching and learning (iii) teachers' and principals' use of knowledge and skill (iv) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.</li> </ul>	<p>Teachers, parents, Superint., principals</p>	<p>None</p>	<p>None</p>	<p>None</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>a. 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>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <ul style="list-style-type: none"> <li>i. Involve parents in their child's education; and</li> <li>ii. Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> </li> </ul>	<p>All teachers, 2 times each month</p> <p>As needed</p> <p>Selected teachers/ annually</p> <p>Principals/ monthly sessions</p>	<p>Presenter fee and stipends for leadership team</p>		<p>Title 1, part A</p> <p>Title 2, part A</p> <p>SB 472; Title 2, Part A</p> <p>AB 75; Title 2, Part A</p>

<p>10. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <ul style="list-style-type: none"> <li>a. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</li> <li>b. Professional Development Institutes provide intensive, focused professional learning on how to accelerate students in the lowest performing groups, student behavior management, and working with families within a standards-based system.</li> <li>c. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students.</li> </ul>				
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**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):**

Safe, drug-free funding has been discontinued by the state. 2009 and prior student data is on previous LEAP, but not included in this revision.

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

STRENGTHS	NEEDS
<p>The district has a code of conduct policy that is strongly enforced, clearly communicated to student, staff and parents and supports student learning.</p> <p>A district-wide advisory group with staff, administrators, parents, students and community members continues to guide the district in planning, implementing, and assessing the on-going effectiveness of its school safety, drug, alcohol, tobacco and violence prevention programs.</p> <p>Staff trained in Student Success Team process and meet regularly to support an environment conducive to learning.</p> <p>A clear set of emergency procedures is contained in the Safety Plans on all campuses and regular practice drills are conducted. Staff is CPR trained.</p> <p>Parents are provided with information on how to support their child on a regular basis through the “District/Parent Handbook” and district/site parent newsletters.</p> <p>Contracted counseling referrals through kern County Mental Health.</p> <p>Time to Teach Discipline Program.</p> <p>Classroom-based student involvement programs such as Positive Discipline Using Classroom meetings and school-wide efforts such as the leadership class are in place.</p>	<p>Improved parent involvement program</p> <p>Lakeside needs to implement additional programs for substance abuse and character education.</p> <p>Increase communication across the community for effective buy-in and implementation.</p> <p>Improved truancy intervention and prevention services.</p> <p>Increased student access to qualified on site counselors.</p>

**Environments Conducive to Learning (Activities):**

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

<b>ACTIVITIES</b>
<ol style="list-style-type: none"><li>1. Nurses aides will provide medical intervention.</li><li>2. Research-validated prevention curriculum will be taught in targeted grade levels.</li><li>3. Lakeside School middle grades will continue with their conflict resolution and peer mediation.</li><li>4. Parent education workshops are held at sites.</li><li>5. Site <b>S</b>tudent <b>S</b>uccess <b>T</b>eams meet regularly to address individual student’s needs and recommend interventions.</li></ol>

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

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

<b>STRENGTHS</b>	<b>NEEDS</b>
<ol style="list-style-type: none"><li>1. CHKS collects data on Alcohol, Tobacco and Other Drug (ATOD) annually. Additional information is gathered on crime incidents, suspensions and expulsions, and discipline problems.</li><li>2. Safe School Plans are reviewed on an annual basis.</li></ol>	<ol style="list-style-type: none"><li>1. Teacher training in strategies for integrating ATOD education into the curriculum needs to be strengthened.</li><li>2. On-site student counseling services are not available.</li></ol>

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

Safe, drug-free funding has been discontinued by the state. 2009 student data is on previous LEAP, but not included in this revision.

**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. Indicated below are program selections.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs	ATOD	K-5	All	No Fee	1/22/08 Trainer of Trainers	Fall 2008

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

Based on the research cited in Appendix D, boxes checked indicate activities the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs		
√	Conflict Mediation/Resolution		
√	Early Intervention and Counseling		
	Environmental Strategies		
√	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders		
	Positive Alternatives		
√	School Policies		
	Service-Learning/Community Service		
√	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

The LEA may – but is not required to – designate and list the promising or favorable programs. The LEA chooses not to designate.

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

Safe, drug-free funding has been discontinued by the state. 2009 student data is on previous LEAP, but not included in this revision.

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

Rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Our Safe School Committee and School Site Councils reviewed relevant data, including CHKS, CSSA, and surveys. It was determined that based on truancy/tardy rates, inappropriate behaviors warranting suspension, and community issues concerning substance abuse, the district-wide areas of focus for Lakeside School District will be truancy, positive behavior, and substance abuse prevention.

We believe we can make a difference in the three identified areas because programs will be implemented district-wide and local training & support are available through the Kern County Superintendent of Schools Consortium. After School programs, School Policies, Student Assistant Programs combined with the science-based programs will make a difference in these three areas.

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

Description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. How the results of the evaluation will be used to refine, improve and strengthen the program.

An evaluation of program effectiveness will be conducted on an annual basis and reviewed by the Safety Committee (including staff, parents, and students). The evaluation will involve an analysis of CHKS Survey results, CSSA Results (Lakeside continues to collect the information), truancy/tardy rates, suspension rates, and discipline referrals. This data will be analyzed by our Safety Committee and our school site to gauge district trends and specific strengths and needs for each area of focus. This data will be formulated into the SDFSC/TUPE Annual Report and it will be shared with the District Board and action steps will be determined to refine, improve and strengthen the program.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. 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.

Results of the district's SDFSC and TUPE program performance measures will be reported to the Lakeside Union Elementary District Board of Trustees during an open session, they will be reviewed by the Safety Committee, and they will be included in our School Accountability Report Cards, and they will be posted on our district website. Notice of the Board Meetings will be posted as usual according to the Brown Act, and notification about our website is continually addressed through school site newsletters.

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

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

Lakeside is a member of the Kern County Superintendent of Schools Consortium. As a consortium member, we are invited to participate in any or all of the extensive trainings and activities that KCSOS offers. After reviewing the needs of our district and recognizing the time limitations created by providing a rigorous, standards-based curriculum, we have decided to focus our SDFSC and TUPE funds on the science-based programs identified on page 44 (i.e., Too Good for Drugs). SDFSC and TUPE funds will be utilized to pay for training, substitute teacher reimbursement costs, and materials.

**Coordination of All Programs (4114 (d)(2)(A)):**

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.

Lakeside is a member of the Kern County Superintendent of Schools Consortium. As a consortium member, we are invited to participate in any or all of the extensive trainings and activities that KCSOS offers. After reviewing the needs of our district and recognizing the time limitations created by providing a rigorous, standards-based curriculum, we have decided to focus our SDFSC and TUPE funds on the science-based programs identified on page 44 (i.e., Too Good For Drugs). SDFSC and TUPE funds will be utilized to pay for training, substitute teacher reimbursement costs, and materials. Project Alert and Too Good For Drugs will help to improve some of the areas of need that were identified by our Safety Committee.

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

Description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the School Site Council. We host annual Back to School Nights, School Site Council meetings, parent conferences for first grading

period/report card, and we send regular progress reports to parents. Parents are involved in planning for Red Ribbon Week activities. We provide an annual notification to parents of school district policies. We ask for parent feedback on school safety issues and prevention program plans as part of the yearly process of determining district priorities for program planning. Parents were consulted in the development of the LEA Plan Goal 4 portion of this document through input from the School Site Council, Curriculum Advisory Committee, and via review by the District Board of Trustees. Parents are notified of progress on Title IV and TUPE performance indicators through district newsletters, the School Accountability Report Card and Board presentations.

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

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. Students participate in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The district has procedures in place to make TUPE related services available to every pregnant minor and minor parent enrolled in the district, including: Referral to prenatal and related support services through the Kern County Superintendent of Schools Office Health Services Coordinator and/or district nurse, and from local Cal-SAFE and Adolescent Family Life Programs.

Outreach services and assessment of smoking status through referrals to the Kern County Department of Public Health-Tobacco Education Program, and from local Cal-SAFE and Adolescent Family Life Programs:

- Individualized counseling and advocacy services through referrals to Kern County Mental Health service providers
- Access to motivational messages to avoid smoking or chewing tobacco as part of the regular site TUPE program during school assemblies and classroom presentations; specific examples include “Diary of a Teenage Smoker: Why Girls Start Smoking and How They Quit” (video and activity booklet available from the Kern COE TUPE Coordinator)
- Incentives to maintain a healthy lifestyle listed in tobacco prevention materials distributed as part of the regular site TUPE program
- Follow-up assessment, if necessary, through referrals to local physicians listed by the Kern County Department of Public Health-Tobacco Education Program.

If a pregnant minor or minor parent is identified, they will meet with the district nurse who will assess what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. Since our district is K-8, we do not provide these services on site, but have cooperative agreements with outside agencies by

referral. The staff member provides case management to the adolescent assuring these linkages are completed and follow-up is provided.

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

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

Position/Title	Full time equivalent
Lakeside School District participates in the Kern County Superintendent of Schools Consortium. District positions are not funded with these monies. The consortium provides trainings, materials, support, and guidance in the implementation of programs related to tobacco use prevention.	

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

Lakeside USD only serves students in K-8.

### ***Additional Mandatory NCLB Title I Descriptions***

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

This section is not applicable. Lakeside is a single grade span district, and is therefore not required to rank school attendance areas.

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*Provided is a general description of the nature of the programs conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed.*

Suburu School is a Target Assistance School. Students receive supplementary assistance for success in the district's core curriculum. Language arts and math are the major areas of focus for improvement. The majority of Title I students are served for three or more consecutive years. Extended learning time is provided in after school and summer school sessions in language arts and mathematics, which is taught by credentialed teachers.

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*Described below is 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.*

Suburu uses a composite of CDE test results, student portfolios, benchmark tests, Student Success Team conferencing (including parents), and teacher recommendations. Students transitioned from their Title I experience are monitored for determination of sustained growth. Parents are advised in writing, group meetings, and teacher parent conferences regarding the Title I program. Annual evaluation of student progress is reported to the school community.

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*Described are the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.*

In 2011, the LEA and Suburu School were identified as PI Year 1. See LEAP Addendum for actions taken to assist Suburu school.

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*Described are 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*

In 2011, the LEA and Suburu School were identified as PI Year 1. See LEAP Addendum for actions taken to assist Suburu school.

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

Lakeside Union School District has worked to coordinate Title I and II funds in order to address the prioritized needs of teachers, principals, and paraprofessionals. The professional development procedure is outlined below:

1. The first priority is to provide professional development based on standards-based instructional needs:
    - a. assessments and rubrics
    - b. use of technology as an instructional tool
    - c. new adoptions and other programs
    - d. Professional Development Days, grade level and department meetings are held regularly in order to provide adequate time for staff to plan and evaluate programs.
    - e. Full day Professional Development Day activities are carefully planned by school and district staff.
  2. The second priority is to meet the individual needs of teachers as long as those needs are consistent with standards-based instruction, classroom management, or aligned in another way with the Single School Plan for Student Achievement.
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#### *Coordination of Educational Services*

*Described are actions 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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When a need is determined at the district level or at any of our schools, the first step in determining a solution to make sure that the program or activity is research based, and that it has optimal potential be successful. Given that Lakeside is a small district, most of our programs operate under the governance and supervision of the same individuals and committees, allowing us a greater opportunity to align programs and activities. We utilize all available funds in a manner consistent with applicable restrictions and regulations, and we work hard to coordinate funds in order to increase opportunities and reduce redundancy and fragmentation. We strive to be professional in our approach to instruction and supervision, and we work hard to:

- Align curriculum, instruction and materials to content and performance standards;
  - Develop programs and services that are based on data;
  - Evaluate progress toward meeting academic performance goals;
  - Be fiscally prudent with state and federal funds in order to improve student academic performance; and
  - Utilize a collaborative approach to solutions, incorporating state and federal program funds to meet identified needs and utilizing various other funding sources to expand and enhance program services for students and families.
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## Part III

### ASSURANCES

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

#### ***GENERAL ASSURANCES***

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

### **Title I, Part A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to school-wide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating

that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

### **Title I, Part D - Subpart 2**

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

### **Title II, Part A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  - (A) have the lowest proportion of highly qualified teachers;
  - (B) have the largest average class size; or
  - (C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

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

## **Title II, Part D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - 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.
  - 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.
  - 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.
  - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - 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.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - 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.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- 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.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **Title III**

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

### **Title IV, Part A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

### **Title IV, Part A, Subpart 3**

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

## **Title V, Part A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
  - will be used to make decisions about appropriate changes in programs for the subsequent year;
  - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  - will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
  - (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

**Other**

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

SIGNATURE PAGE

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Print Name of Superintendent

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Signature of Superintendent

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Date

## 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: All students will be taught by highly qualified teachers.**

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d). )

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

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

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

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

## APPENDIX B

### *Links to Data 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>

## APPENDIX C

### Science-Based Programs

Science-Based Programs							
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt;(University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt;(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	X	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, 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
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
<b>Community and Family-based Programs</b>							
	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,

## APPENDIX D

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

Research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

## APPENDIX E

### *Promising or Favorable Programs*

Safe, drug-free funding has been discontinued by the state. Program data is on previous LEAP, but not included in this revision.

