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

(CDE use only)

| Application # | |
|---|---|

## No Child Left Behind Act of 2001
## LOCAL EDUCATION AGENCY PLAN

**mail original and two copies to:**

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

### LEA Plan Information:

Local Educational Agency (LEA):    Scott Valley Unified School District
County/District Code:    47-76455
Dates of Plan Duration:    2013-2018
*(should be five - year plan)*
Date of Local Governing Board    2-20-2013
Approval:

### LEA Information:

Superintendent:    Dr. Bryan Caples
Address:    11918 Main St.
City, State Zip:    Fort Jones, CA 96032
Phone:    (530) 468-2727
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### Signatures (Signatures must be original. Please use blue ink.)

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

| Dr. Bryan Caples | 2-20-2013 | |
|---|---|---|
| Printed or typed name of Superintendent | Date | Signature of Superintendent |

| Jesse Downey | 2-20-2013 | |
|---|---|---|
| Printed or typed name of Board Presisdent | Date | Signature of Board President |

**Local Education Agency Plan**
**Scott Valley Unified School District**

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**Part I**
**Background and Overview**

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

- stronger accountability for results;

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

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

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

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

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

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

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

5. All students will graduate from high school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:**
Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement,

professional development, support services, and resources that have an impact on student learning.

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

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

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

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

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

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

### Step Three: Develop or Revise Performance Goals

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

### Step Four: Revise Improvement Strategies and Expenditures

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

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

### Step Five: Local Governing Board Approval

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

### Step Six: Monitor Implementation

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

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

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

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

## Planning Checklist for LEA Plan Development

| LEA Plan - Comprehensive Planning Process Steps | |
|---|---|
| [X] | 1. Measure effectiveness of current improvement strategies |
| [X] | 2. Seek input from staff, advisory committees, and community members. |
| [X] | 3. Develop or revise performance goals |
| [X] | 4. Revise improvement strategies and expenditures |
| [X] | 5. Local governing board approval |
| [X] | 6. Monitor Implementation |

## Federal Programs Checklist

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

| Federal Programs | |
|---|---|
| [X] | Title I, Part A |
| [ ] | Title I, Part B, Even Start |
| [ ] | Title I, Part C, Migrant Education |
| [ ] | Title I, Part D, Neglected/Delinquent |
| [X] | Title II, Part A, Subpart 2, Improving Teacher Quality |
| [X] | Title II, Part D, Enhancing Education Through Technology |
| [ ] | Title III, Limited English Proficient |
| [ ] | Title III, Immigrants |
| [ ] | Title IV, Part A, Safe and Drug - Free Schools and Communities |
| [ ] | Title V, Part A, Innovative Programs - Parental Choice |
| [ ] | Adult Education |
| [ ] | Career Technical Education |
| [ ] | McKinney - Vento Homeless Education |
| [ ] | Individuals with Disabilities Education Act (IDEA), Special Education |
| [ ] | 21st Century Community Learning Centers |
| [X] | Other (describe): Title VII Indian Education |
| [X] | Other (describe): Federal Impact Aid, PL874 |
| [ ] | Other (describe): |
| [ ] | Other (describe): |

## State Programs Checklist

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

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

## District Budget for Federal Programs

Please complete the following table with information for your district.

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites ($) | Current Year Direct Services to Students at School Sites (%) |
|---|---|---|---|---|
| Title I, Part A | $ | $118,727 | $118,727 | % |
| Title I, Part B: Even Start | $ | $ | $0 | % |
| Title I, Part C: Migrant Education | $ | $ | $0 | % |
| Title I, Part D: Neglected/Delinquent | $ | $ | $0 | % |
| Title II Part A, Subpart 2: Improving Teacher Quality | $8,215 | $48,980 | $48,980 | % |
| Title II, Part D: Enhancing Education Through Technology | $ | $519 | $519 | % |
| Title III: Limited English Proficient | $ | $ | $0 | % |
| Title III: Immigrants | $ | $ | $0 | % |
| Title IV, Part A: Safe and Drug-Free Schools | $ | $ | $0 | % |
| Title V, Part A: Innovative Programs - Parental Choice | $ | $ | $ | % |
| Adult Education | $ | $8,856 | $0 | % |

| | | | | |
|---|---|---|---|---|
| Career Technical Education | $475 | $4,748 | $4,748 | % |
| McKinney - Vento Homeless Education | $ | $ | $0 | % |
| IDEA, Special Education | $ | $ | $0 | % |
| 21st Century Community Learning Centers | $ | $ | $0 | % |
| 1. Other: Title VII Indian Education | $ | $22,803 | $22,803 | % |
| 2. Other: Federal Impact Aid, PL874 | $ | $14,801 | $0 | % |
| **Total** | **$8,690** | **$219,434** | **$195,777** | **%** |

## District Budget for State Programs

Please complete the following table with information for your district.

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites ($) | Current Year Direct Services to Students at School Sites (%) |
|---|---|---|---|---|
| EIA - State Compensatory Education, Limited English Proficient | $2,114 | $46,102 | $2,114 | % |
| School & Library Improvement Block Grant | $ | $ | $0 | % |
| After School Education and Safety Program | $ | $212,615 | $0 | % |
| Child Development Programs | $ | $103,643 | $0 | % |
| Educational Equity | $ | $ | $0 | % |
| Gifted and Talented Education | $ | $ | $0 | % |
| Tobacco Use Prevention Education | $ | $ | $0 | % |
| High Priority Schools Grant Program | $ | $ | $0 | % |
| School Safety and Violence Prevention Act | $ | $ | $0 | % |
| Tenth Grade Counseling | $ | $ | $0 | % |
| Healthy Start | $ | $ | $0 | % |
| Dropout Prevention and Recovery Act | $ | $ | $0 | % |
| English Language Acquisition Program | $ | $ | $0 | % |
| Community Based English Tutoring | $ | $ | $0 | % |
| 1. Other: | $ | $ | $0 | % |
| 2. Other: | $ | $ | $0 | % |
| **Total** | **$2,114** | **$362,360** | **$2,114** | **%** |

## Part II
## The Plan

### Needs Assessment

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

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

## Academic Performance

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

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

## Teacher Quality

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

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

## School Safety and Prevention

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

## Descriptions - District Planning

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

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### District Profile

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

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The District Mission: To Ensure High Levels of Learning for All Students

The District and Schools:
Scott Valley Unified School District was established July 2007 and is comprised of Etna High School, Scott Valley Junior High, Etna Elementary School, Fort Jones Elementary School, Scott River High School and the Stephen Meek School. The district also serves the high school age students in Forks of Salmon School District.

Scott Valley Unified School District was formed in the November, 2006 election and started formal operation in July 2007. This is the district's sixth year of operation. The district is comprised of the Etna Union High School District, Etna Elementary School District, Fort Jones Elementary School District and Quartz Valley School District. The district, with 684 (CBEDS 2012) students, has two PreK-5 schools, one 6-9 junior high school, one comprehensive 9-12 high school, one continuation school and 1 community day school. Additionally, the district sponsors an independent study program and an adult education program. Part-time services for Nursing Services and Speech/Psychological Specialists are provided by the Siskiyou County Office of Education. Etna Elementary, Ft. Jones Elementary, Scott Valley Junior High School and Etna High School receive federal and state categorical funds. These schools have School-Based Coordinated Programs for state categorical funding.

One of the elementary schools is a California Distinguished School, one is a Title 1 Academic Achievement Award winner, and the high school has a six-year WASC accreditation. All schools' API scores are in the 9th or 10th deciles ranking. Students have a high success rate for completing a post-graduate degree. Last year more than $175,834 was awarded to the 37 graduating seniors. Additionally 4 of the students received Ford Family Scholarships that pay for their full education. The well-educated community highly values education and actively supports its schools.

The Students:
Enrollment is declining. Student attendance stays at a relatively high rate. The student population is relatively stable so the mobility rate is

low. The dropout rate is small with a large percentage of students beginning and ending their schooling in the Scott Valley. About 44% percent of students are eligible for free lunches and 12% are eligible for reduced price lunches for a total of 56%. 390 out of 684 students are classified as socio-economically disadvantaged. The number of students identified as English Language Learners remains relatively small, ranging between 0 and 26 over a 5 year period. In this 2012-13 school year there are 23 total EL students in the district. 60 students are in Special Education/ Resource Specialist Program (RSP) for the 2012-13 school year.

Student demographics show a narrow range of socio-economic, educational, and cultural backgrounds. Enrollment data shows of the 684 students there are 335 females (49%) and 349 (51%) males in the following ethnic groups: Native American 65 (9.5%), Asian 9 (1.3%), Pacific Islander 3 (.04%), Hispanic/Latino 88 (12.8%), African American 9 (.13%), Caucasian 455 (66.5%), Multiple 47 (6.8%), No response 8 (.11%). These students were distributed in the following grade levels: K-50,1st-47, 2nd-59, 3rd-48, 4th-50, 5th-50, 6th-49, 7th-60, 8th-50, 9th-56,10th-58,11th-58,12th-49.

The Community:
Scott Valley is isolated and nestled among three mountain ranges in a most beautiful part of Northern California. The private lands of Scott Valley border public lands. About 85% of Siskiyou County is owned by the federal or state government. The valley and its surroundings are known for hunting, fly fishing, skiing, back-packing, hiking, gold-panning, rock climbing and camping. Outdoor recreational activities abound in all four distinct seasons. Employment is limited for adults and especially for young people. The unemployment rate was about 21% in 2012. The major occupations within the school district are agriculture, public sector, service industries, logging, forestry, mining, tourism, recreation, and cottage industries. Most jobs are with small businesses, public agencies and in agriculture. Many family farms produce alfalfa, grains, milk and beef as well as alpaca wool. At one time, the area had a large timber industry which has declined.

The communities served by this new unified school district are Fort Jones on the north end of the valley, Quartz Valley to the west, Greenview in the middle with Etna and Callahan to the south. The District also serves the communities of Sawyers Bar and Forks of The Salmon, located over a steep mountain pass. These communities have churches, small businesses, recreation, restaurants, civic organizations and medical offices. Several nationally known camps share the mountains and rivers with the communities. It is a wonderful place to raise children in a safe and clean environment. Native American families are part of the schools and have the longest history in the valley. There are families that have ranched in the valley for 150 years. Many of the staff members were born and raised in the area. The valley communities are a 20-45 minute trip to Yreka and about a 60-90 minute drive to the southern Oregon communities of Ashland and Medford. Southern Oregon University and the Shakespearean Festival are located in Ashland, Oregon. Our local community college, College of the Siskiyous (COS) is located in Weed, CA which is about one hour from the valley. The district has a strong collaboration with the the college for providing online courses, student programs, and transition agreements.

Programs and Funding contained in the Local Educational Agency Plan
The following programs are operated by the LEA:
Federal Programs
Total of Federal Funds allocated for 2012-13: $219,434:
Title I-A, $118,727 with $118,727 (100%) as direct services to students at school sites.
Title II-A, Improving Teacher Quality and Class Size Reduction - $48,980
Title II-D, Enhancing Education Through Technology - $519
Title VII, Indian Education - $22,803
Federal Impact Aid, PL874 - $14,801
Career Technical Education - $4,748

State: Total of State Funds for 2012-13: $362,360
EIA, Economic Impact Aid/State Compensatory Education & Limited English Proficient, $46,102.
Child Development Programs - $103,643
After School Education and Safety Program - $212,615

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

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

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

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c) determine what revisions are needed to projects under this part so that such children meet the State student academic

In addition to the state academic assessments the Scott Valley Unified School District uses local benchmark assessments to track student progress to meet grade level state standards.

EHS Grades 9-12: Benchmark tests are used in all core subjects which are given every 6 weeks.

SVJHS Grades 7-9: Benchmark exams in ELA, Math, Social Studies, and Science, are given every 6 weeks

Grade 6: Benchmark exams in ELA and Math are given every 6 weeks

EE and FJE Grades K-5: Benchmark assessments in ELA and Math are given every 6 weeks

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

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

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 1.   Alignment of instruction with content standards: District-wide all teachers: 1. Align instruction to content standards. 2. Use Identified essential standards, 3. Use pacing guides 4. Administer benchmark tests every six weeks 5. Emphasize writing across the curriculum. | All teachers weekly collaborating in the district/schools Professional Learning Communities. Aug.-Sept. | "Collaboration Fridays" | | General Funds |
| 2.   Use of standards-aligned instructional materials and strategies: District-wide all teachers: 1. Use standards-aligned instructional materials and strategies Elementary School Level: 1. All teachers dedicate a minimum of 90 minutes of instruction in Reading/Language Arts. 2. Resource and Title I teachers utilize the SIPPS intervention program and materials 3.Intervention program Accelerated Reader 4. Ed.City is used in ELA, Math, Science and History. Jr. High School Level: Intervention program Accelerated Reader High School Level: Intervention program Accelerated Reader | All teachers Aug.-June | | $400 (Title I) used for supplementary instructional materials | General Funds Title I |
| 3.   Extended learning time: District-wide at all schools: After-school tutoring | After-school Staff Sept. - May | Tutor salaries | $2,867 (Title I) Totals below are for both reading and math and no. 9: $212,311 (AS) | Fed. Title I State After school |
| 4.   Increased access to technology: District Level: 1. All teachers have a computer in the classroom 2. All schools have computer labs 3. Intervention program - Accelerated Reader 4. 80% Classroom have video projectors 5. 30% of classrooms have interactive white boards  The use of document cameras along with projectors and interactive white boards has accelerated the integration of technology into teaching strategies.  Elementary School Level: 1. Use of computers in class to improve reading | Sept. - June | | $519 Title II-D total for both reading and math and all technology including Professional Development | Title II-D General Funds as needed and when available |

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| 2. Use Accelerated Reader software<br>3. To increase student engagement in lessons and learning through technology the elementary schools have done the following:<br>a. During Collaboration Fridays teachers share mini lessons with each other that incorporate the use of smart boards for instruction and learning. Smart boards were purchased for every classroom to increase learning of all students, especially those at risk of failing.<br>b. 20 iPad Touches were purchased and are used during center time for students to practice math facts, sight words, letters sounds, letter recognition and other essential standards. IPads accommodate various styles of learning to assist the lowest performing students.<br><br>Jr. High School Level:<br>1. Use Accelerated Reader software<br>2. Computers in classrooms and library for student work<br>3. Computer keyboarding and applications courses are required for all students<br>High School Level:<br>1. Computers in library for student work<br>2. Creation of benchmark testing<br>3. Senior Projects<br>4. Computer lab used for classwork as well as courses provided to students.<br>5. Computer keyboarding and applications courses are required for all students<br>6. Use Accelerated Reader software to improve reading.<br>7. All freshmen using computers are surveyed Using Survey Monkey. Results are used to guide course offerings. | | | | |
| 5.    Staff development and professional collaboration aligned with standards-based instructional materials: English teachers including the elementary teachers meet in vertical (across grade levels) and horizontal (same grade level) groups through-out the year. They share effective teaching strategies to meet the identified essential state standards, develop pacing guides and establish benchmark assessments and discuss standard-based instructional materials.<br><br>Principals at all schools share with all teachers the benchmark data of all teachers from the Galileo Software Program. This sharing leads to teacher discussion of effective teaching strategies that improve student achievement to meet state standards as the benchmark assessments are aligned to state standards.<br><br>Every Friday at Etna high school during teacher collaboration time, one teacher presents a mini lesson to all the other teachers. The mini lesson starts with the essential standard being addressed and the objectives, the teaching strategies, and the outcome of the lesson as related to student learning.<br><br>EHS is a schoolwide Title I program. As part of EHS's professional development the staff and SSC set goals and then the staff evaluates local benchmark data every six weeks. In evaluating the data the following questions are explored and answered:<br>a. How does what you are teaching align to the school goals in the SPSA?<br>b. Which student products demonstrate attainment of the goals/standards being taught?<br>c. What quality of student work do you expect to see to demonstrate attainment of the goals.<br>d. What does the data from your benchmark testing tell you about how you taught individual standards and what learning took place?<br>e. What is the next step for you? | All teachers weekly collaborating in the district/schools Professional Learning Communities.<br>Aug.-Sept. | "Collaboration Fridays" | | General Funds |

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| 6. | Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):<br>District-wide in all schools parents are informed through:<br>1. Newsletters sent by the superintendent to all staff members. Each school site sends newsletters to all parents/guardians.<br>2. Pupil recognition assemblies and performances<br>3. PTO and Booster Clubs<br>4. School Site Councils (SSC) and the District Advisory Committee (DAC)<br>5. Daily Bulletins are emailed each day to those providing an email address.<br>6. An "All Call System" is used to inform parents of school activities.<br>7. Parents serve on the Indian Education Advisory Committee that works with a coordinator to write the application and implement the program. Parent communicate with the coordinator on a regular basis by phone calls and emails to let the coordinator know how things are working at the schools for their students.<br>Elementary School Level:<br>1. Regular reporting of student progress on standard-based report cards<br>2. Parent-Teacher Conferences<br>3. Teachers communicate to parents with written messages curriculum and their students progress on assignments through student folders and planners that go home every night in grades K-3. For 4th and 5th grade the PTO buys planners that students fill out at school and parents sign off every night and return to their teacher.<br>4. Parent classroom visitation and volunteering<br>5. Parents and Community members participate in the after school enrichment program.<br>6. Three Parent Education nights are held to educate parents about academic achievement/testing, Title I and EL and strategies parents can do to be involved in their child's education.<br>Jr. High School Level:<br>1. Parent-Teacher Conferences<br>2. Grades posted on-line weekly<br>3. Contact parents/guardians when students are not completing work.<br>High School Level:<br>1. Back-to-School Night<br>2. 10th Grade Parent Night<br>3. 11th Grade Parent Night<br>4. 12th Grade Parent Night<br>5. 9th Grade Parent Orientation<br>6. Senior Project Displays<br>7. Grades posted on-line so parents can monitor their student's progress<br>8. Teachers communicate with individual parents as needed by phone calls and email.<br>9. Parents and community members participate in focus groups as part of WASC accreditation. | Superintendent<br>Principals<br>Teachers<br>Parents and Guardians<br>Aug.-June | | | General Funds |
| 7. | Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):<br>Preschool to Elementary School:<br>Students in the preschool programs begin their transition to the elementary school by attending a few assemblies and events at the elementary schools. Both preschools are located next to one of the elementary schools. In the spring placement conferences are conducted for elementary teachers to get input from preschool teachers about placement. Students with speech needs are identified so elementary staff know what to start working on immediately when students enter kindergarten. Staff from both schools know each other and collaborate in | | | | General Funds |

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| | the hand off of students from preschool to kindergarten.<br>Elementary to Jr. High School:<br>The JH principal talks with elementary students. Teacher confer about specific students.<br>Jr. High to High School: Students participate in an orientation to the high school. The counselor meets with the students to determine academic placement, interests and individual needs.<br>High School to additional education: The counseling program has a strong component to assist students and parents to consider education beyond high school, the opportunities available plus applying for grants and scholarships. The counselor conducts orientation nights for parent of students at each grade level in addition to the principal and staff Back-to-School night for everyone. | | | |
| 8. | Monitoring program effectiveness:<br>District-wide: State and local assessments guide instruction.<br>1. Annual evaluation of data<br>2. API<br>3. 2012 STAR test scores<br>4. Grades<br>5. Local Benchmark tests<br>4. Daily Attendance<br>5. Parent Surveys<br>Elementary School Level:<br>1. Each child is regularly assessed using theme tests from the Language Arts adoption and authentic assessments including oral reading.<br>2. Every six weeks, instructors evaluate the class progress on state standards using benchmark assessments.<br>3. Galileo software is used for testing.<br>Jr. High School Level:<br>Using Galileo software, benchmark assessments are administered in ELA. Using the provided data analysis, teachers will determine which standards have been met and which standards need to be retaught.<br>High School Level:<br>1. Departments analyze the test results and set goals for the following year.<br>2. Using Galileo software, benchmark assessments are administered in ELA. Data drives teacher instruction. | Superintendent<br>Principals<br>Teachers<br>School Site Councils<br>Aug.-June | | | General Funds |
| 9. | Targeting services and programs to lowest-performing student groups:<br>District-wide: To target services, principals and staff utilize the following:<br>1. 2012 STAR test scores<br>2. Grades<br>3. Classroom assessments<br>4. Local Benchmark tests<br>5. Student Study Teams<br><br>Elementary School Level:<br>1. Supplemental instruction for all students scoring at basic or below in reading/language arts on the CST.<br>2. Small group instruction to address specific skills deficits with Education Specialist.<br>3. Any students under-performing receives extra support from classroom instructional aides.<br>4. Tutoring for those qualifying for Title VII Indian Education<br>5. Provide support to students needing modifications.<br>6. Student Study Teams use a "Pyramid of Intervention" to assess student success and decide on intervention.<br>Jr. High School Level:<br>1. Academic tutorial classes occur during the everyday in the regular school day.<br>2. After-school tutoring is provided.<br>3. Support is provided to students needing modifications by the Special Eduction teacher. Special Education teacher works with the teachers to target | Superintendent<br>Principals,<br>Teachers. Instructional Aides<br>Aug.-June | Title I teacher salaries<br>Instructional Aide salaries<br>Special Education teacher salaries<br>Instructional aids for Indian Education at the elementary schools<br>Supplies | $73,042 (Title I)<br>$32,214 (GF support Title I programs)<br><br>The following dollar reflect a total amount for both English and Math support<br>$42,308 (EIA/SCE)<br>$1,476 (EIA/LEP)<br>$212,311 (AS)<br>$18,258 (Title VII)<br>$14,079(Fed IA) | Title 1<br>General Funds<br>EIA/SCE<br>EIA/LEP<br>After School<br>Title VII<br>Federal Impact Aid |

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| specific areas needing improvement.<br>4. The library supports to complete academic standard-based assignments and projects.<br>High School Level:<br>1. Peer tutoring before and after school<br>2. Tutoring for those needing supplemental work on passing the California High School Exit Examine (CAHSEE)<br>3. One period of Applied English (ELA remediation). This Applied English class is for the juniors and seniors that are the lowest performing and/or at-risk of not passing the high school exist exam, current courses or scoring below proficient on the CST. The small class size and targeted instruction supports individual student academic improvement and success.<br>4. Provide one Title I class called ACE English. This class is small providing one-on-one instruction that is targeted to the student's need. Students performing far below and below basic on the CST are assigned to the class for the entire year. Other students come to the class for tutoring. These students are ones that are not meeting the local benchmarks indicating the students does not understand a specific state standard or is low performing in English.<br>5. Teachers are assigned individual students to establish relationships with and "touch base" daily to support academic progress. | | | | |
| 10. Any additional services tied to student academic needs:<br>AP classes are offered at the high school. Additionally, a community college history class is offered on site during the regular school day. Other community college courses are offered by teleconference in the the high school library and monitored by the librarian. All freshman are surveyed about what they want to do after high school using Survey Monkey. Their responses add to the vision about the purpose and offerings at the high school. | | | | General Funds |

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

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

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| 1. Alignment of instruction with content standards:<br>District-wide all teachers:<br>1. Align instruction to content standards.<br>2. Use Identified essential standards<br>3. Use pacing guides<br>4. Administer benchmark tests every 6 weeks | All teachers weekly collaborating in the district/schools Professional Learning Communities.<br>Aug.-Sept. | "Collaboration Fridays" | | General Funds |
| 2. Use of standards-aligned instructional materials and strategies:<br>District-wide:<br>1. All courses and students have standards-based instructional materials.<br><br>Elementary School Level: Intervention program IPass<br>Jr. High School Level: Intervention program IPass<br>High School Level: Intervention program IPass | All teachers<br>Aug.-June | | $400 (Title I) used for supplementary instructional materials | General Funds Title I |
| 3. Extended learning time:<br>District-wide at all schools:<br>After-school tutoring | After-school Staff<br>Sept. – May | Tutor salaries | $2,867 (Title I)<br>Totals below are for both reading and math and no. 9:<br>$212,311 (AS) | Title I<br>After school |
| 4. Increased access to technology:<br>District Level: | Sept. – June | | $519 Title II-D total for both reading and math | Title II-D<br>General Funds as |

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| 1. All teachers have a computer in the classroom<br>2. All schools have computer labs<br>3. Intervention program - IPass mathematics software is used to improve math competency.<br>4. 80% Classroom have video projectors<br>5. 30% of classrooms have interactive white boards.<br><br>The use of document cameras along with projectors and interactive white boards has accelerated the integration of technology into teaching strategies.<br><br>Elementary School Level:<br>1. Use of computers in class to improve math proficiency<br>2. Use IPass software<br>3. To increase student engagement in lessons and learning through technology the elementary schools have done the following:<br>a. During Collaboration Fridays teachers share mini lessons with each other that incorporate the use of smart boards for instruction and learning. Smart boards were purchased for every classroom to increase learning of all students, especially those at risk of failing.<br>b. 20 iPad Touches were purchased and are used during center time for students to practice math facts, sight words, letters sounds, letter recognition and other essential standards. IPads accommodate various styles of learning to assist the lowest performing students.<br>Jr. High School Level:<br>1. Use IPass software<br>2. Computers in classrooms and library for student work<br>3. Computer keyboarding and applications courses are taught.<br>4. Title I and Math tutorial use computer software to increase learning.<br>High School Level:<br>1. There is a computer lab and there are computers in library for student work<br>2. Creation of benchmark testing<br>3. Senior Projects<br>4. Computer lab used for classwork as well as courses provided to students.<br>5. Computer keyboarding and applications courses are required for all students.<br>6. All freshmen are surveyed Using Survey Monkey on computers. Results are used to guide course offerings.<br>7. Two Title I Math tutorial sections called ACE Math offered in the school day use computer software to increase learning. | | | and all technology including Professional Development | needed and when available |
| 5.  Staff development and professional collaboration aligned with standards-based instructional materials: Math teachers meet in vertical (across grade levels) and horizontal (same grade level) groups through-out the year. They share effective teaching strategies to meet the identified essential state standards, develop pacing guides and establish benchmark assessments. They discuss use of standard-based instructional materials.<br><br>Principals at all schools share with all teachers the benchmark data of all teachers from the Galileo Software Program. This sharing leads to teacher discussion of effective teaching strategies that improve student achievement to meet state standards as the benchmark assessments are aligned to state standards.<br><br>Every Friday at Etna high school during teacher collaboration time, one teacher presents a mini lesson to all the other teachers. The mini lesson starts with the essential standard being addressed and the objectives, the teaching strategies, and the outcome of the lesson as related to student learning. | All teachers weekly collaborating in the district/schools Professional Learning Communities.<br>Aug.-Sept. | "Collaboration Fridays" | | General Funds |

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| EHS is a schoolwide Title I program. As part of EHS's professional development the staff and SSC set goals and then the staff evaluates local benchmark data every six weeks. In evaluating the data the following questions are explored and answered:<br>a. How does what you are teaching align to the school goals in the SPSA?<br>b. Which student products demonstrate attainment of the goals/standards being taught?<br>c. What quality of student work do you expect to see to demonstrate attainment of the goals.<br>d. What does the data from your benchmark testing tell you about how you taught individual standards and what learning took place?<br>e. What is the next step for you? | | | | |
| 6.  Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):<br>District-wide:<br>1. Newsletters sent by DO to all staff members and and each school site sends monthly newsletters to parents/guardians.<br>2. Pupil recognition assemblies and performances<br>3. PTO and Booster Clubs<br>4. School Site Councils (SSC) and the District Advisory Committee (DAC)<br>5. Daily Bulletins are emailed each day to those providing an email address.<br>6. An All Call System is used to inform parents of school activities.<br>7. Parents serve on the Indian Education Advisory Committee that works with a coordinator to write the application and implement the program. Parent communicate with the coordinator on a regular basis by phone calls and emails to let the coordinator know how things are working at the schools for their students.<br>Elementary School Level:<br>1. Regular reporting of student progress on standard-based report cards<br>2. Parent-Teacher Conferences<br>3. Teachers communicate to parents with written messages through student folders that go home every night.<br>4. Parent classroom visitation and volunteering<br>5. Parents and Community members participate in the after school enrichment program.<br>6. Three Parent Education nights are held to educate parents about academic achievement/testing, Title I and EL and strategies parents can do to be involved in their child's education.<br>Jr. High School Level:<br>1. Parent-Teacher Conferences<br>2. Grades posted on-line at least weekly<br>3. Contact parents/guardians when students are not completing work.<br>4. Midterm Progress Reports are sent to all parents.<br>5. Deficiency reports are sent to parents of all students with D's and F's halfway between progress reports and end of term.<br>High School Level:<br>1. Back-to-School Night<br>2. 10th Grade Parent Night<br>3. 11th Grade Parent Night<br>4. 12th Grade Parent Night<br>5. 9th Grade Parent Orientation<br>6. Senior Project Displays<br>7. Grades posted on-line so parents can monitor their student's progress<br>8. Teachers communicate with individual parents as needed by phone calls and email.<br>9. Parents and community members participate in focus groups as part of WASC accreditation. | Superintendent<br>Principals<br>Teachers<br>Parents/Guardians<br>Aug.-June | | | General Funds |
| 7.  Auxiliary services for students and parents (including | Superintendent | | | General Funds |

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| transition from preschool, elementary, and middle school):<br>Preschool to Elementary School:<br>Students in the preschool programs begin their transition to the elementary school by attending a few assemblies and events at the elementary schools. Both preschools are located next to one of the elementary schools. In the spring placement conferences are conducted for elementary teachers to get input from preschool teachers about placement. Students with speech needs are identified so elementary staff know what to start working on immediately when students enter kindergarten. Staff from both schools know each other and collaborate in the hand off of students from preschool to kindergarten.<br>Elementary to Jr. High School:<br>Fifth graders attend an orientation at the junior high school. They are also tested for placement in math.<br>Jr. High to High School: Students participate in an orientation to the high school. The counselor meets with the students to determine academic placement, interests and individual needs.<br>High School to additional education: The counseling program has a strong component to assist students and parents to consider education beyond high school, the opportunities available plus applying for grants and scholarships. The counselor conducts orientation nights for parent of students at each grade level in addition to the principal and staff Back-to-School night for everyone. | Principals<br>Teachers<br>Parents/Guardians<br>Aug.-June | | | |
| 8.  Monitoring program effectiveness:<br>State and local assessments guide instruction.<br>District-wide:<br>1. Annual evaluation of data<br>2. API<br>3. 2012 STAR test scores<br>4. Grades<br>5. Local Benchmark tests<br>4. Daily Attendance<br>5. Parent Surveys<br>Elementary School Level:<br>1. Each child is regularly assessed using theme tests from the Language Arts adoption and authentic assessments including oral reading.<br>2. Every six weeks, instructors evaluate the class progress on state standards using benchmark assessments.<br>3. Using Galileo software, benchmark assessments are administered in math. Using the provided data analysis, teachers will determine which standards have been met and which standards need to be retaught.<br>High School Level:<br>Departments analyze the test results and set goals for the following year. Regularly scheduled benchmark assessments produce data through using Galileo software and this immediate feedback drives teacher instruction. | Superintendent<br>Principals<br>Teachers<br>School Site Councils<br>Aug.-June | | | General Funds |
| 9.  Targeting services and programs to lowest-performing student groups:<br>District-wide: To target services, principals and staff utilize the following:<br>1. 2012 STAR test scores<br>2. Grades<br>3. Classroom assessments<br>4. Local Benchmark tests<br>5. Student Study Teams<br><br>Elementary School Level:<br>1. Supplemental instruction for all students scoring at basic or below in reading/language arts on the CST.<br>2. Small group instruction to address specific skills deficits with Education Specialist.<br>3. Any students under-performing receives extra support from classroom instructional aides.<br>4. Tutoring for those qualifying for Title VII Indian | Superintendent<br>Principals,<br>Teachers. Instructional Aides<br>Aug.-June | Title I teacher salaries<br>Instructional Aide salaries<br>Special Education teacher salaries<br>Instructional aids for Indian Education at the elementary schools<br>Supplies | $77,003 (Title I)<br>$32,214 (GF support Title I programs)<br><br>The following dollar reflect a total amount for both English and Math support<br>$42,308 (EIA/SCE)<br>$1,476 (EIA/LEP)<br>$212,311 (AS)<br>$18,258 (Title VII)<br>$14,079(Fed IA) | Title 1<br>General Funds<br>EIA/SCE<br>EIA/LEP<br>After School<br>Title VII<br>Federal Impact Aid |

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| Education<br>5. Provide support to students needing modifications.<br>6. Student Study Teams use a "Pyramid of Intervention" to assess student success and decide on intervention.<br>Jr. High School Level:<br>1. Provide academic tutorial classes during regular school day.<br>2. Provide after-school tutoring<br>3. Provide support to students needing modifications.<br>4. Academic support in the library to complete standard-based assignments and projects.<br>High School Level:<br>1. Use year-end assessments to determine placement.<br>2. Peer tutoring before and after school<br>3. Tutoring for those needing supplemental work on passing the California High School Exit Examine (CAHSEE)<br>4. 2. Provide one ACE Math. This class is small providing one-on-one instruction that is targeted to the student's need. Students performing far below and below basic on the CST are assigned to the class for the entire year. Other students come to the class for tutoring. These students are ones that are not meeting the local benchmarks indicating the students does not understand a specific state standard or is low performing in math.<br>5. Increase graduation requirement from two years to three years | | | | |
| 10. Any additional services tied to student academic needs:<br>AP classes are offered at the high school. Additionally, a community college history class is offered on site during the regular school day. Other community college courses are offered by teleconference in the the high school library and monitored by the librarian. All freshman are surveyed about what they want to do after high school using Survey Monkey. Their responses add to the vision about the purpose and offerings at the high school. | | | | General Funds |

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

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

| Description of How the LEA is Meeting or Plans to Meet this Requirement | |
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| **Required Activities** | |
| 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:<br>   a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; | For the 2012-13 school year, SVUSD has 23 English Learners in grades PreK-12th. The district does not receive Title III funds. Mostly general funds dollars and some Title I funds support staff teaching ELD. The small number of EL students, generate a small amount of EIA/LEP funds which are used for supplies. Title IIA funds are used for Professional Development focused on English Learners.<br><br>In the fall of 2012 the staff from all sites and the district office collaborated and discussed student and district needs to develop a Scott Valley Unified School District EL Plan for 2012-13 and beyond. Here is the plan:<br>Overall Goal of the Plan is to assure English Learners:<br>1. Become fully proficient in English as soon and as effectively as possible.<br>2. Meet state standards for academic achievement<br><br>This year's plan focused on 5 areas identified as needing improvement:<br>1. Each English Learner would receive an ELD Program<br>a. Evaluation of Programs by staff<br>b. Select of Programs<br>c. Implementation of ELD programs at all sites |

d. Monitor each EL students progress using program assessments

2. Board Policies
a. Board Resolution Passed requiring teachers with clear credentials to have an EL authorization no later than June 30, 2012.
b. Development of a Board Policy

3. Professional Development for staff
a. Provide high-quality professional development to classroom teachers, principals, administrators
b. The professional development would focus
i. Researched-based strategies of instruction and assessment
ii. Assist staff to understand and use curricula, assessment measures and instructional strategies for English Learners.
c. Would be of sufficient duration to have a positive lasting impact on the teacher's performance in the classroom

4. Reclassification of EL students
a. Have all Sites use the same reclassification criteria
i. Staff evaluate reclassification criteria
ii. Select criteria
iii. Use criteria to reclassify EL students
b. Develop a list of all students and when they were reclassified
i. Assess if EL students at the elementary and middle school level needed to be reclassified
ii. Reclassify all EL students that qualified to be reclassified

5. Criteria to evaluate the effectiveness of the program
a. Staff from all sites develop criteria
b. Evaluate effectiveness of the EL program in the Spring of 2013 and the Fall of 2014 when state test results are available
c. Report to the Board of Trustees
d. Distribute report to parents and staff

The following are descriptions of processes and components of the English Learner Program:
1. Every student's first day packet contains the Home Language Survey.
2. The EL test coordinator makes a list of all English Learner students and their classification.
3. The testing coordinator uses the survey and list to complete the electronic R-30 LC form that is sent to CDE.
4. The CELDT test is used for initial assessment within 30 days of enrollment and is also administered annually to measure FEP students' progress towards English proficiency.
5. Newly enrolled EL students are given a Primary Language test within 90 days. Site staff and the testing coordinator administers the CELDT test
6. Annually, EL students are included in STAR testing.
7. EL students receive ELD on a regular basis each week or daily using state approved programs. Additionally EL students are supported in their regular English Language Arts to master academic content standards.
8. Reclassification of EL: School principals, teacher providing ELD, the categorical director and the district testing coordinator complied data about and when all EL students were being reclassified. Charting this progress lead to discussion about the importance of reclassification and assessing annually if this action was being conducted. So all EL student records were reviewed this year of 2012-13. 3 middle school students who meet the reclassification criteria have been reclassified. 3 elementary student could met the criteria in the next year. Principals communicated with each EL parent about reclassification and the criteria used for reclassification. Letters in English and Spanish were sent to those parents.
9. At the beginning of the 2012-13 school year staff from all schools in the district collaborated in developing and implementing a plan for English Learners. Additionally staff participated in professional development focused on EL, evaluated ELD programs to select and developed a plan for the year. In the spring of 2013 and then again in the fall after test scores are in, the staff will assess the effectiveness of program for English Learners.
10. Criteria used to evaluate the effectiveness of the EL program:
a. Student progress on the internal assessments included in the EDL program
b. Students progress on the CELDT
c. Student progress on local core classroom benchmark assessment

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

N/A The LEA does not receive Title III subgrant funds.

c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
- meeting the annual measurable achievement objectives

N/A The LEA does not receive Title III subgrant funds.

Local Education Agency Plan (LEAP)

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| described in Section 3122; <br>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); <br>• 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); <br>d. Describe how the LEA will promote parental and community participation in LEP programs. | Principals and instructional staff work individually with the parents of EL students to promote parent involvement in their child's program of study. # Parent Education nights are being held to inform, educate and increase parent involvement in the EL program. |
| 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). <br><br>The effectiveness of the LEP programs will be determined by the increase in: <br>• English proficiency; and <br>• Academic achievement in the core academic subjects | Each student receives an ELD program. Houghton Mifflin ELD 60 is used at the elementary level. The middle school uses "Handbook for English Learners" by Houghton-Mifflin. The secondary level uses Gateways. EL students receive CA standards-based language instruction in their core academic classes. EL in the district show improvement and advance on the CELDT. When students are not progressing on CST they receive support through tutoring at all levels and at the elementary level in-class support from instructional aides. |
| 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <br>a. designed to improve the instruction and assessment of LEP children; <br><br>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; <br>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; <br>d. long term effect will result in positive and lasting impact on teacher performance in the classroom. | The following description covers all areas of No. 3, a-d listed in the left column. <br><br>Staff do attend Professional Development provided through the county office of education partnering with a regional provider with expertise in instruction and assessment of EL students. The trainings are designed to enhance instruction and are based on scientifically based research for effectiveness. In Jan. 2012 all administers/principals attended a EL training. Two testing coordinators attend the annual CELDT coordinator on-line video conference. <br><br>In August 2011, the district board adopted a resolution requiring teachers with clear credentials to have an EL authorization no later than June 30, 2012. <br><br>All full-time permanent teachers now have an English Learner authorization. |
| 4. Upgrade program objectives and effective instruction strategies. | **Check if Yes: [X]** <br><br>**If yes, describe:** <br>New curriculum/text bought for ELD program - Houghton Mifflin ELD 60. Middle School - Handbook for English Learners by Houghton Mifflin,The secondary level - Gateways. |

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

| **Description of How the LEA is Meeting or Plans to Meet this Requirement** | |
|---|---|
| **Allowable Activities** | |
| 5. Provide: <br>a. tutorials and academic or vocational education for LEP students; and <br>b. intensified instruction. | **Check if Yes:** <br>[ ] <br><br>**If yes, describe:** |
| 6. Develop and implement programs that are coordinated with other relevant programs and services. | **Check if Yes:** <br>[ ] <br><br>**If yes, describe:** |
| 7. Improve the English proficiency and academic achievement of LEP children. | **Check if Yes:** <br>[ ] <br><br>**If yes, describe:** |
| 8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - | **Check if Yes:** <br>[ ] |

| | |
|---|---|
| • To improve English language skills of LEP children; and<br>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. | **If yes, describe:** |
| 9. Improve the instruction of LEP children by providing for -<br>• The acquisition or development of educational technology or instructional materials<br>• Access to, and participation in, electronic networks for materials, training, and communication; and<br>• Incorporation of the above resources into curricula and programs. | **Check if Yes:**<br>[ ]<br><br>**If yes, describe:** |
| 10. Other activities consistent with Title III. | **Check if Yes:**<br>[ ]<br><br>**If yes, describe:** |

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

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

| Description of How the LEA is Meeting or Plans to Meet this Requirement | |
|---|---|
| **Required Activities** | |
| 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): | |
| a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; | Parents of EI are contacted by the principal of each site and the CELDT results are discussed with the parents. |
| b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; | CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions in regular courses offered. These results are also shared with the student's counselor and teachers for use in instructional planning. |
| 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; | Principals and teachers providing ELD inform parents. |
| d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; | Principals and teachers providing ELD inform parents. |
| e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; | Principals and teachers providing ELD inform parents. |
| 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; | Parents are provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, CAPA, and the CAHSEE for each year. |
| g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; | For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP). IEP objectives include English language proficiency objectives and core content objectives. Parents are notified of CELDT results and are consulted in the development of IEP objectives. A student with an IEP can take the CELDT. If not able, an alternative will be used. |
| h. information pertaining to parental rights that includes written guidance detailing - | |
| i. the right that parents have to have their child immediately removed from such program upon their request; and | Principals inform parents. |
| 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; | Principals inform parents. |
| 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. | There are not various programs as there are only 23 ELs in 13 grade levels. |

**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.

LEA does not receive Title III funding.

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

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

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

## Performance Goal 3:
## By 2005 - 06, all students will be taught by highly qualified teachers.

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

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

Overview
Currently the district has a strong instructional leaders who support research-based professional development and expects all instructional staff to participate and improve classroom instruction and student achievement.

Highly Qualified Teachers
1. To assure that staff meet HQ requirements, The Human Resource staff monitors, keeps records and completes reports about staffing. Annually a needs assessment review is made by that staff person and the categorical director of school teaching assignments (class schedules) to assure all core teachers and paraprofessionals meet the highly qualified (HQ) requirements of the Elementary and Secondary Education Act (ESEA.)
2. To enable district students to meet challenging State academic content standards, professional development focuses on understanding

and using data and assessments to improve classroom practice and student learning. Professional Development involves collaborative groups of teachers, paraprofessionals and administrators. Various methods and trainings are used to improve instructional staff content knowledge, teaching practices and effective instructional practices to address the needs of students with different learning styles.

a. In the Elementary and Secondary Education Act (ESEA) staff development focuses on continual on-going, over-time, training of teams of teachers and administrators vs. one day trainings. In this district the teacher's union and school board worked together to commit to making this type of professional development happen as described in strengths no. 2 below.

b. The district provides for dedicated time for Professional Learning Communities called Friday Collaboration Time. The groups are school-base, subject-matter based or grade-level based with various combination of these as needed.

c. Siskiyou County Office of Education is in the forefront of keeping districts abreast of the most current research-based school improvement and teaching and learning strategies. Every year SVUSD participates in the professional development offered.

d. All paraprofessionals meet the ESEA requirements.

| Strengths | Needs |
|---|---|
| 1. The district is 100% compliant as all core teachers and paraprofessional meet the HQ requirements for the school year 2012-2013.<br>2. Despite huge budget cuts this district conducts staff development every Friday with Professional Learning Communities (a research-based strategy). The groups are school-based, subject-matter based or grade-level based with various combination of these as needed. In the district this is called Friday Collaboration Time.<br>3. Administrators and teachers participate in "Book Clubs." They read the latest in research-based instruction, school improvement strategies and other topics to improve their skills and gain knowledge to increase the effectiveness of teaching and learning.<br>4. The superintendent provides each school principal with student achievement data of their students (specific and general data that was charted). The principals use this data with the school staff and School Site Council (SSC) to set Single Plan for Student Achievement (SPSA) goals.<br>5. Using student achievement data, a goal was set to improve writing of all students using the Jane Shaffer method. Various teachers have received targeted training over a period of years. All teachers are trained in "Step Up To Writing." Teachers continue to implement writing across the curriculum.<br>6. The superintendent and principals attend monthly meetings to be updated on requirements, curriculum and instructional strategies.<br>7. All administrators spent 8 days being trained on collaborative teams called "Balanced Leadership." They also heard Mike Schmoker speak on "Brutal Facts to the Best Schools We've Ever Had".<br>8. A team of six elementary teachers and one principal participated in "Aligning Curriculum and Assessment to Inform Instructional Decisions" at SCOE with other county teams. The series meets for 6 days and focuses on ELA essential standards, pacing guides and benchmark assessment. There is also a "Response to Intervention" component to the training.<br>9. One administrator and two SVJH teachers (plus other county administrators and teachers) are attending a workshop in Yreka: "The Highly Engaged Classroom" by Dr. Deborah Pickering<br>10. Grade-level and subject-matter teams grade student writing samples.<br>11. The district has a technology coordinator and teachers have opportunities for technology training. | 1. As student enrollment declines at the high school it becomes harder and harder to offer a variety of courses and have teachers with the correct credentials and meet the HQ requirements of ESEA. A variety of courses assist students to meet the requirements to enter post-secondary education at Community Colleges and some of the best schools in CA and the nation. For instance a course is taught but there are only enough students for one section or enough for a section every other year. It is a constant task that takes staff time and juggles class schedules.<br>2. Although paraprofessionals can participate in teacher professional development there is a need for specific training to increase paraprofessional knowledge and skills focused on their work assignments.<br>3. More State funds are needed to support professional development. Enormous decreases in state funding causes the district to continually cut budgets to bare bones. |

## Performance Goal 3:
## By 2005 - 06, all students will be taught by highly qualified teachers.

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

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

Local Education Agency Plan (LEAP)

| | Descriptions | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|---|
| 1. | How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:<br><br>In grade-level and subject-matter professional learning communities teachers identified essential standards then developed pacing guides and benchmark assessment aligned to state standards. | all instructional staff, principals 2013-2018 | Professional Learning Communities | | General Funds |
| 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:<br><br>Working with the Siskiyou County of Education Curriculum Department administrators stay up-to-date with current scientifically-based research teaching and learning strategies. Additionally, staff attend training beyond the local district. They read current literature on a regular basis. Successful practice in other districts with similar demographics and test results give guidance that the activities selected will improve student academic achievement. | All instructional staff, principals, and superintendent 2013-2018 | | | General Funds |
| 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:<br><br>State and local student achievement assessment data is used to drive instruction in the classroom. Activities described in Goal I are used by the instructional staff. When students are not making progress teachers reteach or provide supplemental support to students. Annually and throughout the year instructional staff make adjustments. By monitoring each student and the overall scores of the school the teaching staff works to eliminate the achievement gap between student groups. | All instructional staff, Principals, Superintendent 2013-2018 | | | General Funds |
| 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:<br><br>Using data, goals are set thus establishing a focus for professional development. Annually money from various funding sources is set aside in the budget to support the professional development identified for the year. | Superintendent, DO staff, Principals 2013-2018 | | $48,980 total amount for all the no. under Goal 3 | General Funds Title II A |
| 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:<br><br>To enable district students to meet challenging State academic content standards, professional development focuses on understanding and using data and assessments to improve classroom practice and student learning. Professional Development involves collaborative groups of teachers, paraprofessionals and administrators. Various methods and trainings are used to improve instructional staff content knowledge, teaching practices and effective instructional practices to address the needs of students with different learning styles. See examples described in Goal 1. | 2013-2018 | | $48,980 total amount for all the no. under Goal 3 | General Funds Title II A |
| 6. | How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve | Technology Coordinator, Teachers, Principals | | Mostly general funds are used as the district receives $519 of Title II D funds. | General Funds, Title II D |

| | | | | |
|---|---|---|---|---|
| teaching, learning, and technology literacy:<br><br>Funds for subpart Title II-D ( a very small amount is received) supports professional development for the district Technology Coordinator who receives training and then trains instructional staff on using technology in the classroom, grading and for benchmark assessments. There are assigned persons who help the teachers with their needs in preparing and scanning benchmark tests.<br><br>The use of document cameras along with projectors and interactive white boards has accelerated the integration of technology into teaching strategies. | 2013-2018 | | | |
| 7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):<br><br>Note Goal I for examples. The district receives a very small amount of Title II D dollars. 25% of the small amount is not enough to pay for travel and conference expenses. | 2013-2018 | | | General Funds |
| 8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:<br><br>Professional Learning Communities provide opportunities for teachers, paraprofessionals and principals to plan professional development activities based on the needs identified by the group and data. Staff and parents participate on School Site Council (SSC) at each site working with the principal to identify needs and set goals. Principals, teachers and paraprofessionals are members of the District Advisory Committee who collaborate in the preparation and revisions to the LEAP. | 2013-2018 | | | General Funds |
| 9. How the LEA will provide training to enable teachers to:<br>• 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;<br>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;<br>• Involve parents in their child's education; and<br>• Understand and use data and assessments to improve classroom practice and student learning.<br><br>The LEA sponsors weekly Professional Learning Communities, Book Clubs, participation in countywide trainings, SSC trainings and opportunities for teachers to observe each other in the classroom. See Goal 1 and 2 for examples. | 2013-2018 | | $48,980 total amount for all the no. under Goal 3 | General Funds<br>Title II A |
| 10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:<br><br>All instructional staff meet the Highly Qualified requirements | 2013 | | | |

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

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

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

| Strengths | Needs |
|---|---|
| | |

### Environments Conducive to Learning (Activities)

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

| Activities |
|---|
| |

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

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

| Strengths | Needs |
|---|---|
| | |

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

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

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

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

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey | Most Recent Survey date: Baseline Data | Biennial Goal (Performance Indicator) |
|---|---|---|
| The percentage of students that have ever used cigarettes will **decrease** biennially by: | 5th: %<br>7th: % | 5th: %<br>7th: % |
| The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: | 7th: %<br>9th: %<br>11th: % | 7th: %<br>9th: %<br>11th: % |
| The percentage of students that have used marijuana will **decrease** biennially by: | 5th: %<br>7th: % | 5th: %<br>7th: % |
| The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: | 7th: %<br>9th: %<br>11th: % | 7th: %<br>9th: %<br>11th: % |
| The percentage of students that have used marijuana within the past 30 | 7th: % | 7th: % |

| days will **decrease** biennially by: | 9th:   %<br>11th:  % | 9th:   %<br>11th:  % |
|---|---|---|
| The percentage of students that feel very safe at school will **increase** biennially by: | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % |
| The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: | 7th:   %<br>9th:   %<br>11th:  % | 7th:   %<br>9th:   %<br>11th:  % |

| Truancy Performance Indicator | | |
|---|---|---|
| The percentage of students who have been truant will decrease annually by from the current LEA rate shown here.<br><br>Note:  Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year. | % | % |
| **Protective Factors Performance Measures<br>from the California Healthy Kids Survey** | **Most recent date:<br>Baseline Data** | **Biennial Goal<br>(Performance Indicator)** |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % |
| The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % |
| The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % | 5th:   %<br>7th:   %<br>9th:   %<br>11th:  % |

## Other Performance Measures

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

| LEA Specified Performance Measures<br>(Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|---|---|---|
|  |  |  |

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

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

| Program 1 |
|---|
| **Science Based Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |
| Program 2 |
| **Science Based Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |
| Program 3 |
| **Science Based Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |

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

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

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

| Program 1 |
| --- |
| **Promising Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |
| **Program 2** |
| **Promising Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |
| **Program 3** |
| **Promising Program Name:** |
| **Program ATODV Focus:** |
| **Target Grade Levels:** |
| **Target Population Size:** |
| **Purchase Date:** |
| **Staff Training Date:** |
| **Start Date:** |

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

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

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

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

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

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

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

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

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

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### Coordination of All Programs (4114 (d)(2)(A))
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

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### Parent Involvement (4115 (a)(1)(e))
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

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### TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services.  Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

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### TUPE Funded Positions (Health & Safety Code 104420(b)(3))
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

| Position/Title | Full Time Equivalent |
|---|---|
| | |

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

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

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Etna High School graduation rate in 2012 was 100%. The school does not have any dropouts. The staff works on preventing dropout and assure that all students graduate. The schools in the district are small providing the opportunity for all staff to know students on a personal basis thus provide support to students. The staff has identified four reasons why students drop out or might not graduate. The reasons are 1. Students fail to pass the California Exit Exam, 2. Students have failing grades or fail classes, 3. Students do not attend school and 4. Students have personal issues that keep them from focusing on their work to achieve academic success. These four reasons are addressed by the activities listed below.

Since the school is small and located in an isolated area, the high school looks for ways to increase educational opportunities beyond the regular offerings that a small school could normally provide. Those opportunities are AP classes and classes through the local community college, College of the SIskiyou (COS). Some years a few students enroll in on-line courses from institutes other than the community college.

| 5.1 (High School Graduates) & 5.2 (Dropouts) | |
|---|---|
| **Activities/Actions** | 1. Monitor and provide tutoring which is mandatory during the school day to any student that does not pass the exit exam in the 10th grade. Tutoring occurs before each taking of the exit exam. |
| | 2. When students are failing classes the counselor and principal track and monitor each student. They talk with individual students on a daily basis. At times students are assigned to the office assignment to complete work under supervision of the principal. Additionally, before and after school tutoring is available for any student not passing coursework. |
| | 3. Attendance is tracked daily and for every period. When students do not come to school, calls are made to parents by the school secretary. The principal monitors any student that is not having regular attendance. |
| | 4. When students have personal issues that interfere with school success the principal and counselor work with students to improve emotional stability by working with them on their interpersonal skills. Additionally, each teacher has 3-5 students as "special students." Teachers spend time to touch base with these students on a regular basis. The goal is to establish a relationship with an adult at the school. (This is a research-based strategy) |

| Students Served | Students who: do not pass the exit exam, are not completing or passing course work or receive failing grades, do not attend school, or have emotional issues that interfere with academic success. |
|---|---|
| Timeline/ Person(s) Involved | On-going through out the year by the principal, counselor, secretary and teachers |
| Benchmarks/ Evaluation | Progress Reports and Report Cards |
| Funding Source | Tutoring from Title I reserved set aside<br>Tutoring from Title I site level allocation<br>General fund for principal and counselor salaries |
| **5.3 (Advanced Placement)** | |
| Activities/Actions | Classes Offered:<br>a. Honors English<br>b. AP English 11<br>c. AP Chemistry 12<br>d. COS history class on the high school campus<br>e. On-line COS classes offered in the library (live video or on computer) or can be completed on a home computer |
| Students Served | a. AP and honor class enrollment is based on previous grades, STAR test scores and summer reading assignments.<br>b. Any student can enroll for a COS course if they met the college requirements for a course. |
| Timeline/ Person(s) Involved | Yearly, principal, counselor and teachers |
| Benchmarks/ Evaluation | Progress Reports and Report Cards |
| Funding Source | a.General Funds<br>b. Individual students pay minimal fees charged by the Community College for registration |

## Additional Mandatory Title I Descriptions

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

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

| Description of How the LEA is Meeting or Plans to Meet this Requirement | |
|---|---|
| Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:<br>• Number of children in families receiving assistance under the CalWorks program;<br>• Number of children eligible for Free/Reduced Price Lunch programs;<br>• Number of children ages 5-17 in poverty counted by the most recent census data;<br>• Number of children eligible to receive medical assistance under the Medicaid program;<br>• Or a composite of the above. | Number of children eligible for Free/Reduced Price Lunch programs; |
| Describe how the low-income measure described above is used to rank and select schools to receive Title I funds<br>• All schools with a 75% or above poverty level are funded<br>• All other schools are funded by poverty ranking district wide or by grade span. | Schools are funded by grade span with consideration of % of Free/Reduced of the total school site enrollment. |

## Additional Mandatory Title I Descriptions

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

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

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

In addition to the information below, please refer to Goal 1, 3 and 5 of this Plan. All Title I schools in the district run schoolwide programs.

| Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program | |
|---|---|
| For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:<br><br>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.<br>• Effective methods and instructional strategies based on scientifically-based research.<br>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.<br>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.<br>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.<br>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.<br>• Strategies to increase parental involvement.<br>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.<br>• Timely and effective additional assistance to students who experience difficulty mastering state standards. | The LEA superintendent is the instructional leader. He teams with the principals to upgrade the educational programs at all schools for all students.<br><br>The LEA superintendent studies and supplies principals with district and school student achievement data that is used to identify strengths and gaps. This data includes all students and data for more than just the current year. Principals take this data to instructional staff and School Site Council (SSC) to identify needs and assess programs and strategies being used at the school and in the classroom. The district superintendent and principals conduct parent and student surveys to gather information about the school. During this year of 2012-13 SVJHS is conducting a needs assessment by using the California Department of Education Academic Program Survey - Middle School Level.<br><br>The District Advisory Committee develops the Local Educational Agency (LEA) Plan which supplies data and identifies needs and the district direction for student learning and meeting state standards.<br><br>The LEA Categorical Director assists principals with developing site Single Plan for Student Achievement (SPSA) and Parent Involvement Policies, working with the SSC, analyzing data to set goals, and meeting funding requirements/assurances.<br><br>The LEA dedicates funds for tutoring after school.<br><br>The LEA ensures instruction by highly qualified instructional staff.<br><br>The LEA funds weekly time for instructional staff to participate in professional learning communities that is ongoing all year. The LEA supports staff attendance at professional development opportunities outside the district and conducts its own professional development targeted to identified needs.<br><br>The LEA expects all students to meet state standards thus provides leadership, training, and time for teaches to identified essential standards, develop pacing guides and benchmark assessments that are used to track individual and class progress.<br><br>The LEA superintendent attends training with school principals and supports Book Clubs focused on reading and discussions of effective methods and instructional strategies based on scientifically-based research.<br><br>The LEA distributes Title I funds to the school sites: Dollars are distributed by grade span so more dollars spent at the elementary level than the upper grade levels. Each level has a different implementation plan for the Title I program. At the elementary level the Title I teacher and aides push into the classroom and pullout students out for supplemental instruction and support during the regular school day. At the middle school level students are monitored daily. During the regular school day, they are pulled out into Title I support classes, to learn the standards and concepts they are missing. At the high school level student receive instructional support after school, in addition to Title I Math and English Classes during the regular school day. Schools also have after-school programs but only a small amount of Title I dollars are used for these programs.<br><br>The LEA supports parents and community member participation in the schools through: opportunities to serve on committees making recommendations on various decisions, public hearings, public comments at board meetings, a district level newsletter, posters of current students and school activities. Additionally, the district office assists schools in getting all volunteers to meet legal requirements.<br><br>The LEA support two preschools funded with state and local funds. Both are located next to the elementary schools making is easier for teachers from both sites to collaborate. Placement conferences are held before preschoolers transition to kindergarten. Preschools get to attend a few activities or events at the elementary schools. |

| Targeted Assistance Programs (TAS) - Student Identification | |
|---|---|
| For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:<br><br>• Effective methods and instructional strategies based on scientifically-based research. | |

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

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

| Targeted Assistance Programs (TAS) - Student Identification | |
|---|---|
| Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:<br><br>• Identify children who are failing or most at risk of failing to meet the state academic content standards.<br>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.<br>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. | |
| The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin. | |
| The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate. | |

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

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

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

Title I student achievement data is used to set goals for schools. These goals drive the Title II target for professional development of instructional staff and principals. In a small school district like SVUSD coordination happens as the superintendent, principals and staff talk on a daily basis to each other.

| Highly Qualified Teachers | |
|---|---|
| Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff. | All staff meet the highly qualified requirements. The LEA monitors all courses and classes to ensure highly qualified staff assignment are made. The human resource staff, superintendent and principals work together with instructional staff on this task. When a teacher needs additional education or training or testing to meet the HQ requirements the LEA supports those needs by identifying programs, testing information and providing financial support when criteria are met and funds are available.

The LEA participates in BTSA for beginning teachers. |
| Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education. | Principals and teachers are expected to communicate with parents on a regular basis. They work together to get parents involved in volunteering in the classroom, attending parent-teacher conferences, academic rallies, award assemblies etc. and completing homework. Principals and teachers know the parents/guardians of the students in their school/classroom. |

## Coordination of Educational Services

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

The LEA schools are small, so staff are aware of student needs and services/programs being provided to meet those needs. The Title I teachers communicate daily with the Special Education teacher. These professionals work daily with site teachers to increase student academic success. The core academic teachers work with the after-school and Title VII tutors. The school staff work with the county office of education specialist. The principal is in the entire loop of information and monitors the coordination of services at school sties.

| Increased Program Effectiveness | |
|---|---|
| Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

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

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed. | Students in the preschool programs begin their transition to the elementary school by attending a few assemblies and events at the elementary schools. Both preschools are located next to one of the elementary schools. In the spring placement conferences are conducted for elementary teachers to get input from preschool teachers about placement. Students with speech needs are identified so elementary staff know what to start working on immediately when students enter kindergarten. Staff from both schools know each other and collaborate in the hand off of students from preschool to kindergarten. Additionally in small communities preschoolers attend events at all the upper grade level schools to watch siblings or friends participate in sports, fine arts and academic recognition events.

There are few homeless students in this small district. Most students are homeless for short periods of time. The secretaries at each school are very aware of student's situations and needs and keep the principals informed. The principals at each school knows which students are homeless and when they are homeless. Also, the principals work closely with the county office of education Homeless Consultant to identify students, their needs and resources to meet those needs. These students receive emergency housing, food and other needed supplies from local agencies or community groups working with the school. Principals monitor the homeless student's situation and their success at school.

Native American Title VII, Part A funds are used for tutoring that occurs after school when other tutoring is happening.

English Learner receive English Language Development (ELD.) They participate in regular core curriculum and receive supplemental support when needed. Their progress on the CST and CELT is monitored as well as their grades in classes through standard-based report cards.

Students with disabilities have an Individual Educational Plan IEP or a 504 plan that are followed. Site principals and staff meet with parents/guardians to develop the plans. Principals monitor plan progress. |

## Part III

## Assurances and Attachments

# Assurances

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

## General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

   9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## TITLE I, PART A
The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4$^{th}$ and 8$^{th}$ grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17.   Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18.   Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19.   In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20.   Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21.   Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22.   Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23.   Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24.   Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25.   Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26.   Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27.   Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28.   Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29.   Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30.   Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c).  In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.  Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

### TITLE I, PART D - SUBPART 2
31.   Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32.   Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33.   Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

### TITLE II, PART A
34.  The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  **(A) have the lowest proportion of highly qualified teachers;**
  **(B) have the largest average class size; or**
  **(C) are identified for school improvement under section 1116(b).**

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

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

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

**TITLE II, PART D**
35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
   a. Strategies for using technology to improve academic achievement and teacher effectiveness.
   b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
   c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
   d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
   e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
   f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
   g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
   h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
   i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
   j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
   k. Collaboration with adult literacy service providers.
   l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
   m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
   o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
   o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
   o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

**TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

## TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
   - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
   - Security procedures at school and while students are on the way to and from school.
   - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
   - A crisis management plan for responding to violent or traumatic incidents on school grounds.
   - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
     - Allows a teacher to communicate effectively with all students in the class.
     - Allows all students in the class to learn.
     - Has consequences that are fair, and developmentally appropriate.
     - Considers the student and the circumstances of the situation.
     - Is enforced accordingly.

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

## TITLE IV, PART A, SUBPART 3

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

## TITLE V, PART A

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

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

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

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

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

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

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

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

## Signature Page

| Dr. Bryan Caples | 2-20-2013 | |
| --- | --- | --- |
| Printed or typed name of Superintendent | Date | Signature of Superintendent |

## Local Educational Agency Plan
## Scott Valley Unified School District

## Apppendix A

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

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

**California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Local Educational Agency Plan
## Scott Valley Unified School District

## Appendix B

**Links to Data Websites**

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)

- [http://www.cde.ca.gov/demographics/coord/](http://www.cde.ca.gov/demographics/coord/)

- California English Language Development Test (CELDT)
  [http://www.cde.ca.gov/statetests/celdt/celdt.html](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](http://www.cde.ca.gov/statetests/cahsee/eval/eval.html)

- California Standardized Test (CST)
  [http://www.cde.ca.gov/statetests/index.html](http://www.cde.ca.gov/statetests/index.html)

- DataQuest
  [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)

- School Accountability Report Card (SARC)
  [http://www.cde.ca.gov/ope/sarc/](http://www.cde.ca.gov/ope/sarc/)

- Standardized Testing and Reporting (STAR) Program
  [http://www.cde.ca.gov/statetests/star/index.html](http://www.cde.ca.gov/statetests/star/index.html)

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

| |
|---|
| **Science-Based Programs** |
| Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. <br><br> A: California Healthy Kids Resource Center: Research - Validated Programs: [http://www.californiahealthykids.org](http://www.californiahealthykids.org) <br><br> B: University of Colorado: Blueprints: [http://www.colorado.edu/cspv/blueprints/model/overview.html](http://www.colorado.edu/cspv/blueprints/model/overview.html) <br><br> C: Center for Substance Abuse Prevention: Model Programs: [http://modelprograms.samhsa.gov/model_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) <br><br> D: United States Department of Education: Expert Panel: [http://www2.edc.org/msc/model.asp](http://www2.edc.org/msc/model.asp) <br><br> E: Getting Results: [http://www.gettingresults.org/](http://www.gettingresults.org/) |

| **School-Based Programs** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Intended program outcomes and target grade levels.** <br> **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 |

| Name | Grade | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
|---|---|---|---|---|---|---|---|
| Friendly PEERsuasion | 6 to 8 | X | | | | | C |
| Good Behavior Game | 1 to 6 | | | | X | | B,C |
| High/Scope Perry Preschool Project | Pre - K | | | | X | X | B,C,E |
| I Can Problem Solve | Pre - K | | | | X | | A,B,D |
| Incredible Years | K to 3 | | | | X | X | B,C, |
| Keep A Clear Mind | 4 to 6 | X | X | | | | A,C, |
| Leadership and Resiliency | 9 to 12 | | | | | X | C, |
| Botvin's LifeSkills™ Training | 6 to 8 | X | X | X | X | | A,B,C,D,E |
| Lions - Quest Skills for Adolescence | 6 to 8 | | | | | X | D,C,E |

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

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

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

| Community and Family-Based Programs |
|---|
| |

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

## Local Educational Agency Plan
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## Appendix D

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

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

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

**Local Educational Agency Plan**
**Scott Valley Unified School District**

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

**Promising or Favorable Programs**

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

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

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

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

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

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

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Coca - Cola Valued Youth Program (CCVYP) | School | | | | | X | B |
| Colorado Youth Leadership Project | 7 | X | | | | X | C |
| Comer School Development Program (CSDP) | School | | | | | X | B |
| Earlscourt Social Skills Group Program | K to 6 | | | | | X | B |
| Effective Black Parenting Program (EBPP) | Families | | | | X | | B |
| Facing History and Ourselves | 7 to 12 | | | | X | | D |
| Family Health Promotion | Families | X | X | X | | X | C |
| FAST Track | 1 to 6 | | | | X | | B |
| Get Real About Violence | K to 12 | | | | X | | C |
| Growing Healthy | K to 6 | X | X | X | | | D |

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

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

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

| Name | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth Dev. | Web site |
|---|---|---|---|---|---|---|---|
| Safe Dates | School | | | | X | | B |
| Say It Straight (SIS) Training | 6 to 12 | X | | | | | D |

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

# Appendix F

## District & Student Performance Data

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

| PROFICIENCY LEVEL | PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Number Included | 491 | 494 | 489 | 371 | 365 | 348 | 6 | 5 | 8 | 6 | 6 | 6 |
| Growth API | 806 | 826 | 830 | 811 | 840 | 847 | | | | | | |
| Base API | 813 | 805 | 828 | 825 | 810 | 841 | | | | | | |
| Target | D | D | D | | | | | | | | | |
| Growth | -7 | 21 | 2 | -14 | 30 | 6 | | | | | | |
| Met Target | | | | | | | | | | | | |

| PROFICIENCY LEVEL | PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hispanic | | | English Learners | | | Economically Disadvantaged | | | Students with Disabilities | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| | | | | | | | | | | | | |

| Number Included | 44 | 53 | 50 | 18 | 21 | 21 | 249 | 261 | 273 | 53 | 59 | 55 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Growth API | | 762 | 791 | | 777 | 802 | 781 | 795 | 799 | | 614 | 645 |
| Base API | | 746 | 762 | | 713 | 777 | 768 | 780 | 798 | | 593 | 617 |
| Target | | | | | | | | | | | | |
| Growth | | | | | | | 13 | 15 | 1 | | | |
| Met Target | | | | | | | | | | | | |

## Appendix F

## District & Student Performance Data

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

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Participation Rate | 99 | 100 | 99 | 99 | 99 | 99 | 100 | 100 | 100 | 100 | 100 | 100 |
| Number At or Above Proficient | 244 | 276 | 249 | 189 | 211 | 187 | -- | -- | -- | -- | -- | -- |
| Percent At or Above Proficient | 61.8 | 69.5 | 63.8 | 63.0 | 71.0 | 68.2 | -- | -- | -- | -- | -- | -- |
| AYP Target | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 |
| Met AYP Criteria | Yes | Yes | No | Yes | Yes | No | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hispanic | | | English Learners | | | Socioeconomic Disadvantage | | | Students w/Disabilities | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Participation Rate | 98 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 99 | 98 | 100 | 94 |
| Number At or Above Proficient | 16 | 24 | 16 | 4 | 9 | 8 | 114 | 135 | 125 | 13 | 15 | 14 |
| Percent At or Above Proficient | 48.5 | 66.7 | 41.0 | 25.0 | 56.2 | 38.1 | 54.8 | 63.1 | 56.8 | 30.2 | 33.3 | 35.0 |
| AYP Target | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 | 56.0 | 67.0 | 78.0 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | No | Yes | No | -- | -- | -- |

## Appendix F

## District & Student Performance Data

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

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Participation Rate | 99 | 99 | 100 | 98 | 99 | 99 | 100 | 100 | 100 | 100 | 100 | 100 |
| Number At or Above Proficient | 258 | 275 | 280 | 196 | 208 | 210 | -- | -- | -- | -- | -- | -- |
| Percent At or Above Proficient | 65.3 | 69.4 | 71.2 | 65.8 | 70.3 | 76.1 | -- | -- | -- | -- | -- | -- |
| AYP Target | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 |
| Met AYP Criteria | Yes | Yes | Yes | Yes | Yes | Yes | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Hispanic | | | English Learners | | | Socioeconomic Disadvantage | | | Students w/Disabilities | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Participation Rate | 98 | 100 | 100 | 100 | 100 | 100 | 100 | 99 | 100 | 100 | 98 | 100 |
| Number At or Above Proficient | 18 | 23 | 24 | 9 | 11 | 13 | 120 | 139 | 150 | 14 | 16 | 17 |
| Percent At or Above Proficient | 54.5 | 63.9 | 60.0 | 56.2 | 68.8 | 61.9 | 57.4 | 65.3 | 67.9 | 31.8 | 36.4 | 39.5 |
| AYP Target | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 | 56.4 | 67.3 | 78.2 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | Yes | Yes | Yes | -- | -- | -- |