

Application #	
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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001  
LOCAL EDUCATIONAL AGENCY (LEA) PLAN  
for  
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov). Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

**LEA Plan Information:**

Name of LEA: Baker Valley Unified School District

County/District Code: 36-73858

Dates of Plan Duration (should be up to three years): October 2012-June 2015

Date of Local Governing Board Approval: October 11, 2012

District Superintendent: Ronda Tremblay

Address: 72100 School Lane

City: Baker State: CA Zip: 92309

Phone: 760 733-4567 Fax: 760 733-4605

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider. See Assurances on pages 114-123. Signatures are required on page 124.*

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# **Part I**

## **Background and Overview**

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

## 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 2013-14.**
- 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 2005-06, 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 Local Education Agency Plan, and the Categorical Program Monitoring**

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

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

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

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

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

administration, for programs operated by the district office, and for programs operated at schools.

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

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by 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/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – 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 on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

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

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

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

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

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

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

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

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

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

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

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist below to indicate planning steps as they are completed.

**PLANNING CHECKLIST  
FOR LEA PLAN DEVELOPMENT  
(Optional)**

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

## FEDERAL AND 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.**

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs (State Preschool)
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education	√	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers	√	Other (describe): Special Education
√	Other (describe): Title VI, Subpart 1, Small Rural School Achievement Grant	√	Other (describe): Class Size Reduction K-3 (CSR)
		√	Other (describe): Necessary Small School Funding (Jr. High)
		√	Other (describe): RIMS-BTSA
		√	Other (describe): ROP

## 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	36,119	40,950	44,460	58%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	9,780	8,313	85%
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	0	1,000	1,000	100%
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	56,192	56192	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe): Title VI, Subpart 1, Small Rural School Achievement Grant	0	19,228	19,228	100%
<b>TOTAL</b>	<b>\$36,119</b>	<b>\$127,150</b>	<b>\$129,193</b>	<b>79%</b>

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	37,777	26,447	70%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs (State Preschool)	0	99,000	99,000	100%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)	0	7,990	7,990	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe): Special Education	0	23,000	23,000	100%
Other (describe): Class Size Reduction K-3 (CSR)	0	52,170	57,170	100%
Other (describe): Necessary Small School Funding (Jr. High)	0	300,000	300,000	100%
Other (describe): RIMS BTSA	0	6,025	0	0
Other (describe): ROP	0	12,000	12,000	100%
Other (describe): Program Improvement (ends 9/30/12)	75,000	0	75,000	100%
<b>TOTAL</b>	<b>\$75,000</b>	<b>\$537,962</b>	<b>\$595,607</b>	<b>97%</b>

## **Part II The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## **Needs Assessment**

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

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

### **Academic Performance**

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

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

### **Teacher Quality**

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

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

### **School Safety and Prevention**

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence

prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California’s Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html)

## Descriptions – District Planning

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### ***District Profile***

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

### **District Motto**

“Creating excellence no matter what!”

### **Demographics**

Baker Valley Unified School District (BVUSD) is located in half-way between Barstow, CA and Las Vegas, NV along Interstate 15. According to the 2010 census, the population of Baker was only 763, while the district covers a large area of nearly 4,000 square miles of Mojave Desert. The city of Baker’s economy is based on traffic along the Interstate corridor with businesses catering to travelers and providing employment for residents and students. BVUSD had a K-12 enrollment of 191 students in 2011-2012 and 238 students in 2009-2010 showing a decline of 20% for that period (CDE Data Quest). The district has a superintendent/principal, a business manager, ten teachers, two paraprofessionals, two office staff members, part-time library clerk, one cafeteria manager, one facilities person, one groundskeeper, and one and a half bus drivers. The district has three schools coexisting on one site: Baker Elementary with 102 K-6 students, Baker Junior High with 30 students grades 7-8, and Baker High with 59 students grades 9-12.

The specific demographics reported by the CDE Data Quest website for 2011-2012 are:

Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Free/Reduced Lunch	Students With Disabilities
89%	1%	19%	68%	8%
English Learners	Reclassified EL	District Mobility*		Parent Education**
35%	27%	98%		2.10

\*District Mobility: The percent of students continuously enrolled from CBEDS to STAR testing.

\*\*Parent Education: The average level of parent education where “2” is high school graduate and “3” is some college.

**Program Improvement Status**

The District is currently in Program Improvement Year Three (Cohort 4) and was required by the State Board of Education (SBE) in March 2011 to contract with a DAIT or technical assistance provider. The District selected the San Bernardino County Superintendent of Schools District Assistance and Intervention Team (DAIT) who completed an extensive needs assessment analyzing student achievement data, the Academic Program Survey (APS), the District Assistance Survey (DAS), numerous interviews, and documents to write their Report of Findings in June 2011. Information for this review was used to develop the District’s revised LEA Plan submitted in June 2011 to fully implement Corrective Action 6 mandated by the SBE. Corrective Action 6:

- Implement a standards-based/standards-aligned curriculum by providing:
  - a. SBE-adopted kindergarten through grade eight (K–8 [2001 or later]) and standards-aligned grades nine through twelve (9–12) core, and intervention materials, as appropriate, in reading/English-language arts and mathematics to all students.
  - b. Support for a coherent instructional program in all schools based upon full implementation of the SBE adopted/standards-aligned instructional materials in every classroom, including interventions as needed.
- Provide appropriate professional development, including, but not limited to, materials-based professional development and use of effective instructional strategies.
- Ensure full implementation of the curriculum as measured by LEA support for implementation of the district assistance and intervention team (DAIT) standards adopted by the SBE in September 2009 and the nine Essential Program Components (EPCs) for instructional success at the school level.
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting standards.

In September 2012, as the district prepared for Federal Program Monitoring, BVUSD contracted with Karen Fagan Associates (KFA) to provide technical assistance for the review. KFA continued to work with the district to revise the District’s LEA Plan in accordance with CDE’s review of the 2011 LEA Plan and in light of 2012 student achievement data. The team also trained and assisted the SSC to revise each school’s Single Plan for Student Achievement to align with the revised LEA Plan. The KFA team provided technical assistance to the district and three schools to meet their respective requirements for Program Improvement. Of the district’s three schools all are in Program Improvement with the following placements for 2012-2013:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI
0	Baker Jr.	Baker High	Baker Elem.	0	0

**Needs Assessment**

In September 2012, an analysis was conducted by the District and the technical assistance provider, Karen Fagan Associates, in preparation for writing the revised Local Educational Agency (LEA) Plan. Current student achievement data including

STAR, CELDT, and the 2012 Estimated AYP and API reports were reviewed with the superintendent/principal, teachers, and parents. (See analysis of student achievement below.) The superintendent/principal and teachers were interviewed to collect information on the degree of implementation of the nine Essential Program Components identified in the Academic Program Survey. Teachers submitted individual surveys giving input as to what changes were needed to improve student achievement. With the KFA team district staff analyzed the level of the district's implementation of Corrective Action 6, the district's instructional priorities as set forth in the 2011 LEA Plan, the CDE Readers' Comments on that plan, and current student achievement. Parents provided input for the LEAP through an interview process and individual surveys. This analysis and stakeholder input described above provided a current picture of the district's needs and guided the writing and focus of the revised LEA Plan.

### **Student Achievement**

In 2012, BVUSD remained in Program Improvement Year 3 because it did not meet the AYP ELA proficiency target district wide and for these significant subgroups, Hispanic and Socioeconomically Disadvantaged (SED). All of the district wide and subgroup scores for percent proficient/above declined as compared to 2011. The district did make the 2012 AYP Mathematics target district wide and for the two significant subgroups through Safe Harbor. In fact, in 2011 the district met all AYP targets in ELA and Mathematics through Safe Harbor. However, comparing the three year trend in AYP ELA and Mathematics from 2010 to 2012, great differences in student achievement are found. Over that period district wide Mathematics achievement grew 30 percentage points (25.5% to 55.5% proficient/above). However, from 2010 to 2012 ELA student achievement declined 2.7 percentage points (33.6% to 30.9% proficient/ above). The need for more effective strategies to increase student achievement in ELA is evident.

In terms of the API the 2011 API showed a 60 point increase from the previous year, indicating that the district was successful in moving students from a lower performance band to a higher performance band. However, the 2012 API grew by 9 points, showing an overall gain from 2010 to 2012 of 70 points. The growth of the subgroups' API score from 2010 to 2012 was: Hispanic 85 points, SED 90 points, and English Learner 27 points, indicating an unwanted increase in the achievement gap for ELs. Please see the chart on the next page for BVUSD AYP and API Comparison 2010 to 2012 data.

### **District Needs**

- Implement a high-quality instructional program for English Reading Language Arts including an intensive intervention reading program K-12.
- Implement a systematic, comprehensive ELD program for English Learners K-12.
- Provide continued, in-depth professional development in the use of data for decisions to improve ELA and Mathematics instructional programs.
- Implement a more rigorous parent involvement plan for communication and training so parents are effective partners in their children's education program and take greater part in district decision making.

### Baker Valley USD AYP and API Comparison 2010 to 2012

English Language Arts	2010 Target % Prof	2010 % Prof	2010 Met AYP?	2011 Target % Prof	2011 % Prof	2011 Met AYP?	2012 Target % Prof	2012 % Prof	2012 Met AYP?	Growth/Decline from 2010	Additional Indicator API 2010-2012	
District Overall	56.0	33.6	No	67.0	39.8	Yes SH	78.0	30.9	No	-2.7	2010 Growth	653
Hispanic		30.1	No		33.8	Yes SH		31.5	No	1.4	2012 Growth	723
White		47.8			68.4			29.4		-18.4		
SED		25.2	No		32.0	Yes SH		26.2	No	1.0	Change	70
English Learners		27.8	Yes/SH		16.3			12.3		-15.5		
SWD			3 students			8 students		13 students				
Mathematics	2010 Target % Prof	2010 % Prof	2010 Met AYP?	2011 Target % Prof	2011 % Prof	2011 Met AYP?	2012 Target	2012 % Prof	2012 Met AYP?	Growth/Decline from 2010	API Change by Subgroup 2010-2012	
District Overall	56.4	25.5	No	67.3	49.5	Yes SH	78.2	55.5	Yes SH	30.0	Hispanic	85
Hispanic		23.0	No		43.8	Yes SH		54.3	Yes SH	31.3		
White		34.8	No		73.7			64.7		29.2	SED	90
SED		21.5	No		41.3	Yes SH		52.5	Yes SH	31		
English Learners		22.7	Yes/SH		34.9			50.9	Yes SH	28.2	English Learner	27
SWD			3 students			8 students		13 students				

**Bold indicates significant subgroup**

## **District Progress on 2011 LEA Plan and Corrective Action 6**

The Mid-Year Evidence progress report submitted in March 2012 listed this progress on the District's three priorities found in its revised 2011 LEA Plan:

1. Create and implement an EL-targeted intervention plan for the needs of the District's English learners through EL strategies, staff training, and professional development.  
Progress: Implemented 30 minute ELD period K-6 and ELA/ELD intervention period 7-12; implemented ELA with ELD Program 2 with Macmillan/McGraw-Hill *California Treasures* K-6 and Glencoe/McGraw-Hill *Glencoe Literature California Treasures* 7-12; provided professional development with coaching to support classroom instruction.
2. Ensure all teachers are highly qualified in using standards-based materials and research-based strategies to ensure improved student performance in English/Language Arts and Mathematics.  
Progress: SB 472 professional development for teachers in ELA and Mathematics in core adoptions; implemented 45 minute Universal Access at grades K-6 for intervention and intervention period at 7-12.
3. Provide teachers with training in Professional Learning Communities and collaboration so they can analyze the achievement of each student and plan interventions to meet their needs.  
Progress: Trained staff and implemented Online Assessment Reading System (OARS); implemented 2-hour PLCs with trained teachers through late start Mondays every other week; implemented use of quarter district benchmarks and other short cycle assessments to determine next instructional steps; implemented Mobi Student-Centered Learning Pack system for teacher's immediate assessment of student learning; implemented digital student textbooks for Algebra 1, Geometry, and Algebra 2 including the Common Core State Standards.

### **Title II**

Baker Valley School District currently meets the Title II requirement with 100% of its teachers attaining Highly Qualified (HQT) Teacher status. BVUSD has strategies in place to annually maintain 100% HQT status every year using its Title II funding for teacher professional development.

### **Title III**

The District does not receive Title III funds.

**Baker Valley Unified School District Adopted Programs**

**Elementary Adoptions**

	<b>Reading/ Language Arts with ELD</b>	<b>Reading/ Language Arts Intensive Intervention for</b>	<b>Mathematics</b>	<b>Mathematics Intervention Grades 4-6</b>	<b>History/ Social Science</b>	<b>Science</b>
<b>K</b>	Macmillan/ McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>			
<b>1</b>	Macmillan / McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>		<i>Houghton Mifflin History-Social Science Grade 1 2007</i>	
<b>2</b>	Macmillan / McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>		<i>Houghton Mifflin History-Social Science Grade 2 2007</i>	<i>Houghton Mifflin California Science Grade 2 2007</i>
<b>3</b>	Macmillan / McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>		<i>Houghton Mifflin History-Social Science Grade 3 2007</i>	<i>Houghton Mifflin California Science Grade 3 2007</i>
<b>4</b>	Macmillan / McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>	<i>enVisionMath California 2007 Intervention Kit</i>	<i>Houghton Mifflin History-Social Science Grade 4 2007</i>	<i>Houghton Mifflin California Science Grade 4 2007</i>
<b>5</b>	Macmillan / McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>	<i>enVisionMath California 2007 Intervention Kit</i>	<i>Houghton Mifflin History-Social Science Grade 5 2007</i>	<i>Houghton Mifflin California Science Grade 5 2007</i>
<b>6</b>	Macmillan/ McGraw-Hill <i>California Treasures 2008</i>	<i>Treasures Reading Triumphs Intervention</i>	Scott Foresman- Wesley Addison <i>enVisionMath California 2007</i>	<i>enVisionMath California 2007 Intervention Kit</i>	<i>Houghton Mifflin History-Social Science Grade 6 2007</i>	<i>Houghton Mifflin California Science Grade 6 2007</i>

### Junior/High School Adoptions

Grade	Reading/ Language Arts ELD	Reading/ Language Arts Intensive Intervention for Grades 7-10	Mathematics	Mathematics Intervention Grades 7 students two or more yrs. below grade level. Grade 8 Algebra Readiness for students needing pre- Algebraic skills	History/ Social Science	Science
7	Glencoe/ McGraw-Hill <i>Glencoe Literature California Treasures</i> 2008	Kate Kinsella <i>English 3D Supplemental ELD Program</i>	CGP Education Inc., <i>California Mathematics</i> 2008		<i>McDougal Littell California Middle School Social Studies Series Grade 7 2006</i>	<i>Holt California Science: Life Science</i> 2007
8	Glencoe/ McGraw-Hill <i>Glencoe Literature California Treasures</i> 2008		<i>Pearson Algebra 1 Common Core Edition (iBooks 2)</i> 2012		<i>McDougal Littell California Middle School Social Studies Series Grade 8 2006</i>	<i>Holt California Science: Physical Science</i> 2007
9	Glencoe/ McGraw-Hill <i>Glencoe Literature California Treasures</i> 2008		<i>Pearson Geometry Common Core Edition (iBooks 2)</i> 2012			<i>Holt Earth Science 2007 Holt Life Science 2007</i>
10	Glencoe/ McGraw-Hill <i>Glencoe Literature California Treasures</i> 2008		<i>Pearson Algebra 2 Common Core Edition (iBooks 2)</i> 2012		<i>McDougal Littell Modern World History 2006</i>	<i>Holt Modern Biology</i> 2007 <i>Holt Chemistry</i> 2007

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

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

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

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

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

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

The OARS data collection system and the INSPECT item bank that holds over 29,000 standard based grade level questions in all content areas tested by the CSTs provide BVUSD the foundations for building a comprehensive system of formative assessments. The chart below lists these formative assessments available for teachers to use in identifying strengths and weaknesses in student learning. In addition to the district benchmarks in ELA and Math for grades K-12 given prior to STAR teachers can create their own formative assessments using the INSPECT Item bank to make timely identification of weak areas and plan appropriate instructional responses for targeted groups of students. The superintendent/principal monitors how well teachers use this data in their twice monthly PLCs to plan and implement focused interventions.

<b>Baker Valley Unified School District Assessments</b>	
<b>Name of Assessment</b>	<b>Frequency</b>
District Standards-Aligned ELA Benchmark, grades 2-6	Every 6 Weeks
District ELA Summative, 2-6	Prior to CST
District Standards-Aligned ELA Benchmark, grades 7-12	Every Quarter
District Standards-Aligned Mathematics Benchmark, grades K-6	Every 5 Weeks
District Standards-Aligned Mathematics Benchmark, grades 7-12	Every Quarter
Macmillan <i>California Treasures</i> reading tests, grades K-6	End of Selection
<i>Glencoe Literature California Treasures</i> selection tests, grades 7-12	End of Selection
Scott Foresman <i>enVision Math</i> Topic Tests, grades K-6	End of Unit
Pearson iBook 2 Algebra 1, Geometry, Algebra 2 Assessments	Weekly/Unit
Common Short Cycle Formative Assessments Developed Using INSPECT Item Bank (ELA, math, history, science)	End of Instruction

**Other Indicators Used In Addition to the Academic Indicators**

- Number of high school graduates
- Number of junior high and high school drop-outs
- Number of high school students completing a-g UC/CSU courses
- Number of students enrolled in Advance Placement classes through Riverside Virtual School

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.**

**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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b> The District will continue the instruction of E/RLA grade level standards through the teaching of standards-based instruction.</p> <p>1.1 Train teachers by grade level along with superintendent/principal to know and understand grade level standards-based instruction.</p> <ul style="list-style-type: none"> <li>Train superintendent/principal on standards and how to coach, supervise and support teachers in teaching standards using the full implementation of the curriculum based SBE approved reading language arts materials: MacMillan/McGraw-Hill <i>California Treasures</i> (2008) K-6 and Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10. Annually train new district administrators and teachers on E/RLA adoptions.</li> <li>Work with teachers to identify key standards and lesson plans for mastery for each grade level in reading language arts that all students will know or be able to do. Work with combination grade level teachers to identify common essential standards between grade levels that students need to know and be able to do to mastery.</li> <li>Monitor instruction of key standards through twice weekly walk-throughs of classrooms using district identified walk-through form.</li> <li>Require teacher to post schedules and learning objectives/standards.</li> </ul>	<p>Superintendent/Principal, Teachers Monthly Meetings</p> <p>San Bernardino County Superintendent of Schools, (SBCSS) Superintendent/Principal, twice weekly monitoring Aug.-June, 2012-13, 2013-14, 2014-15 Annually train any new admin. and teachers.</p> <p>Supt./Prin. Intervention teacher. Key Standards for grade levels K-10 RLA. Aug-June, 2012, 2013, 2014, 2015.</p> <p>Supt./Prin. walk-throughs Oct-Mar, Supt./Prin. twice weekly visits 2012-13, 2013-14, 2014-15 Supt./Prin., . Daily Aug.-June 2012-13, 2013-14, 2014-15</p>	<p>Materials-based training for new teachers and administrators SBCSS trainers</p> <p>Contract for Intervention teacher Teacher extended day pay \$23 per hr.</p> <p>NA</p> <p>NA</p>	<p>\$10,000</p> <p>\$32,000</p> <p>\$1,000</p>	<p>Title II</p> <p>Program Improvement (P.I.) funds Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.2 Train superintendent/principal on classroom walk-through observations (especially for classes of SWD students and English Learners), data gathering from the observations and how to present that data to staff.</p> <p>1.3 Develop and Implement a classroom observation tool to verify that the following differentiated activities are taking place to address the needs of all learners, especially English learners and Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Systematic, explicit direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students.</li> <li>• Daily use of most recent SBE adopted materials MacMillan/McGraw-Hill <i>California Treasures</i> (2008) K-6 and Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10.</li> <li>• Universal access materials included in the MacMillan/McGraw-Hill <i>California Treasures Reading Triumphs</i> Intervention K-6 materials and Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10 intervention support materials from the core RLA program and <i>Kinsella Scholastic English 3D</i> supplemental program for ELD to address literacy core and intervention needs of students.</li> <li>• Cooperative learning activities with heterogeneous grouping and differentiated instruction to further engage all students.</li> <li>• Checking for understanding throughout the lesson using a variety of techniques.</li> <li>• Intervention and support using a tiered framework.</li> <li>• Differentiated activities to maximize student participation, engagement, and production of oral language.</li> </ul> <p>1.4 Train Supt./Prin. and teachers to focus instruction on high leverage strategies that address the unique needs of</p>	<p>Pivot Learning will train Supt./Prin. to supervise, observe and evaluate teachers in grade level appropriate, standards-based instruction recognizing effective instructional strategies for ELs and Students with Disabilities. Supt/Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>SBCSS train district admin.</p>	<p>Pivot Learning Contract</p> <p>NA</p> <p>San Bernardino Co.</p>	<p>\$2,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>English learners and SWD Students. Supt./prin. monitors implementation of strategies using walk-through observation tools. These strategies are:</p> <ul style="list-style-type: none"> <li>• Checking for understanding, modifying and adjusting lesson as necessary.</li> <li>• Using a variety of instructional groupings during instruction.</li> <li>• Providing study guides, outlines, or highlighted text.</li> <li>• Using and explaining academic language.</li> <li>• Detailing the language and content objectives.</li> </ul> <p>1.5 Train Supt./Prin. and implement classroom observation tools used to verify that Students with Disabilities are educated in age-appropriate general education settings with appropriate accommodations and support as defined by their IEPs. This includes use of the collaborative or push-in model.</p> <ul style="list-style-type: none"> <li>• Identify and implement the most appropriate instructional model for Baker (push-in, co-teach)</li> <li>• Train staff in the RtI<sup>2</sup> process to provide instruction and intervention support for students to meet their individual needs and lessen the number of students referred to special education.</li> </ul> <p>1.6 Monitor student learning of standards through district-wide assessments which will be reviewed for content of key grade level standards and revised if necessary. These district assessments will be administered by all teachers.</p> <ul style="list-style-type: none"> <li>• All teachers K-12 will scan individual student tests into OARS for district-wide assessments.</li> <li>• Teachers will use data to determine appropriate intervention strategies for students including ELs and SWDs.</li> <li>• Supt./prin. will use OARS to monitor teachers giving the assessments.</li> <li>• District will use data from the district-wide assessments to</li> </ul>	<p>and Teachers Fall 2012, 2013, 2014</p> <p>Desert Mountain SELPA, Supt./Prin., Teachers August-June 2012-13, 2013-14, 2014-15</p> <p>Supt. /Principal and teachers, August-June 2012-13, 2013-14, 2014-15</p> <p>Supt. /Principals, Intervention Teacher, Teachers. Per Assessment Calendar August-June 2012-13, 2013-14, 2014-15 Supt./Prin., PLC Data Teams, each quarter 2012- 13, 2013-14, 2014-15</p>	<p>Supt. of Schools (SBCSS) Contract</p> <p>NA</p> <p>Special Ed staff</p> <p>Cost of Intervention Teacher OARS Contract</p> <p>OARS Contract</p>	<p>\$56,192 \$23,000</p> <p>\$32,000 \$2,000 \$1,000 \$2,000 \$1,000</p>	<p>IDEA Special Ed. State Special Ed.</p> <p>PI Funds Title I General Fund Title I General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>evaluate program effectiveness and learn how to better support the school sites.</p> <ul style="list-style-type: none"> <li>• Provide annual OARS training district-wide for new staff members and update training for all staff members.</li> <li>• Supt./prin. and intervention teacher will support teachers with training on how to use OARS and support teachers on which intervention tools to use to support students that are not mastering grade level standards.</li> <li>• Require data teams (grade/course level PLCs) to analyze student proficiency of key standards on district Benchmarks and common assessments for E/RLA.</li> </ul> <p><b>2. Use of standards-aligned instructional materials and strategies:</b></p> <p>Fully implement and monitor daily use of these SBE-approved E/RLA core and interventions for all students including ELs and SWDs:</p> <ul style="list-style-type: none"> <li>• K-6 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) Program 2 with ELD.</li> <li>• Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10 program 2 with ELD.</li> <li>• Scholastic <i>Kinsella English 3D</i> supplemental ELD program gr.7-10.</li> <li>• K-6 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) <i>Reading Triumphs</i> intervention program</li> </ul> <p>2.1 Purchase and implement replacement materials each year for the core K-6 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) Program 2 program with ELD; Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10 program 2 with ELD; K-6 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) <i>Reading Triumphs</i> intervention materials.</p> <ul style="list-style-type: none"> <li>• Work with Business manager and Library/Media Clerk to develop and maintain the Mandarin textbook inventory and purchasing system to ensure that all students including English learners and SWD students have access to SBE</li> </ul>	<p>Supt./Prin., Teachers Daily, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Business manager, Teachers Annually 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Business manager, Teachers Annually 2012-13, 2013-14,</p>	<p>Library/Media Clerk 3.75 FTE Replacement materials \$80 per student</p>	<p>\$11,600</p> <p>\$1,600</p>	<p>General Fund</p> <p>IMF</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>adopted texts and materials before the first day of school.</p> <ul style="list-style-type: none"> <li>Require teachers to verify for the superintendent that all classrooms including those for special education have full sets of adopted program materials and that these materials are in use daily with fidelity. Verify that special education students are appropriately provided reading intervention support.</li> <li>Design and immediately implement a reading intervention program that includes support for students in grades K-12 who are achieving at the strategic and at the intensive level in E/RLA.</li> <li>Hire an intervention teacher to provide additional instructional support for students at K-6 level that are two or more years below grade level in reading.</li> <li>Use the RLA intervention materials from the core adoptions in addition to the MacMillan McGraw-Hill California <i>Treasures Reading Triumphs</i> Intervention K-6 and the Kinsella <i>Scholastic English 3D Academic Tool Kit</i> 7-12 daily to provide additional universal access time with differentiated instructional support to meet the needs of all strategic students and provide extra support for struggling readers, ELs and SWDs.</li> <li>Provide special accommodations or modifications for SWD students to enable them to participate successfully in the core classrooms as appropriate to meet their needs.</li> <li>Provide daily instruction in ELA grade level standards with lessons K-12 designed to scaffold learning and daily standards-based ELD instruction appropriate to each student's English language proficiency.</li> </ul>	<p>2014-15</p> <p>Supt./Prin., Business manager, Teachers. Update annually 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Intervention Teacher and Teachers. Annually June 2012, 2013, 2014</p> <p>Supt./Prin. Intervention Teacher and Teachers. Annually June 2012, 2013, 2014</p> <p>Supt./Prin., Teachers Monitor, August- June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Monitor, August- June 2012-13, 2013-14, 2014-15</p> <p>Teachers Daily, August-June 2012-13, 2013-14, 2014-15</p>	<p>Intervention teacher contract</p> <p>Intervention teacher contract</p> <p>NA</p> <p>NA</p> <p>Pivot Learning Contract</p>	<p>\$32,000</p> <p>\$32,000</p> <p></p> <p></p> <p>\$13,392</p>	<p>PI Funds</p> <p>PI Funds</p> <p></p> <p></p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Train district administration and teachers in Common Core State Standards and develop district plan for implementation.</li> </ul>	Supt./Prin., Teachers Daily, August-June 2012-13, 2013-14, 2014-15			
<p>2.2 Implement classroom visits two times per week to ensure the appropriate length of instructional time: Grade K, 60 minutes (+30 minutes for intervention); Grades 1-3, 2.5 hours (+30 minutes for intervention); Grades 4-6, 2 hours (+30 minutes for intervention); Grades 7-8, 1 period (+1-2 periods for intervention); ELD, additional 30 minutes daily in grades K-6 and one full class period in grades 7-8. Grades 9-10 1 period (+ 1 period of strategic support linked to core) and 2-3 periods daily for intensive intervention.</p> <ul style="list-style-type: none"> <li>Ensure that all students including under-performing Students with Disabilities and English Learners have access to the core curriculum by examining grade level and team daily schedules to verify the schedules allocate the required instructional time in the core curriculum for all students. (See above for instructional times.)</li> <li>Develop master schedules by Supt./prin. and junior high and high school teachers to incorporate the following: all junior high school students, including English learners and Students with Disabilities and matriculating 6<sup>th</sup> graders will be assessed in the spring in ELA and as appropriate English language proficiency before the junior high school master schedule is developed; district assessments will be used for placement and administered in spring each year.</li> <li>Master schedule will be developed first for students requiring RLA strategic and intensive interventions and English learners needing ELD intervention.</li> <li>Assessed students will receive the necessary additional intervention support (strategic and intensive English language arts, and ELD) as indicated by their spring</li> </ul>	<p>Supt./Prin. Teachers E/RLA Daily schedules Aug-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Spring-summer, August-mid yr. revise 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Spring-summer, August-mid-yr. revise, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Spring-summer, August-mid-yr. revise, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Teachers Spring-summer, August-mid-yr. revise, 2012-13,</p>	<p>NA</p> <p>NA</p> <p>OARS contract Assessments</p> <p>NA</p> <p>NA</p>	<p>\$2,000 \$1,000</p>	<p>Title I, General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>assessments.</p> <ul style="list-style-type: none"> <li>Highly qualified, well-trained teachers will teach intervention classes.</li> </ul> <p>2.3 Annually review district grade level pacing guides to align them to key standards and adopted programs.</p> <ul style="list-style-type: none"> <li>Implement pacing guides to ensure that teachers know when standards are taught and in what sequence.</li> <li>Monitor and support teachers in implementing pacing guides through class observations and grade level/content collaborative meetings.</li> </ul> <p>2.4 Develop/identify common district-wide assessments addressing key standards with cut points for proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic) to identify effectiveness of standards-based instruction. Online short cycle assessments for intermediate schools.</p> <p>2.5 Provide training in data team analysis for supt./Prin. and teachers to analyze common formative district assessments with a structured data protocol. Use results to determine strengths and weaknesses of grade level standards-based instruction in ELA and determine appropriate instructional responses for students not reaching proficiency.</p> <p>2.6 Hold meeting of supt./prin. and teachers (K-6, 7-12) after each district assessment to review disaggregated student achievement data (ELs and SWDs) and discuss effective instructional strategies and programs for implementation at all sites.</p>	<p>2013-14, 2014-15</p> <p>Supt./Prin., Intervention Teacher, Teachers Annually update summer 2012, 2013, 2014</p> <p>Supt./Prin., Intervention Teacher, Teachers Each quarter, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Intervention Teacher, Teachers Each Trimester 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., PLC Teams, Per Assessment Calendar, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Per testing calendar. Aug-June 2012-13, 2013-14, 2014-15</p>	<p>Teacher extended day pay \$23 per hr.</p> <p>OARS Contract Copying</p> <p>Pivot Learning PLC and Data Team Training</p> <p>NA</p>	<p>\$500</p> <p>\$2,000 \$1,000</p> <p>\$13,392</p>	<p>Title II</p> <p>Title I General Fund</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Use data to refine and improve the Intervention programs at each site.</li> <li>Use assessments to place, exit, and monitor progress of all students ELs and SWDs needing intervention. Progress monitoring includes assessments that are found in the adopted intervention programs.</li> </ul>	Supt./Prin., Intervention Teacher, Teachers Aug-June 2012-13, 2013-14, 2014-15	Intervention Teacher Contract OARS Contract	\$32,000 \$2,000 \$1,000	PI Funds  Title I General Fund
<p><b>3. Extended learning time:</b> The district will provide and monitor additional instructional support for students achieving at the strategic level and sufficient reading intervention time at grades 4-12 for all students who need this support.</p> <p>3.1 Ensure that all K-12 strategic intervention students, including English learners and Students with Disabilities receive reading, and/or ELD intervention instruction during the school day using the core adoptions. The district will assist the junior high school in developing a master schedule to include an additional period for strategic reading intervention using ancillary materials included in SBE approved Glencoe/McGraw-Hill program.</p> <p>3.2 Ensure that all intensive intervention students, including English learners and Students with Disabilities receive reading and/or ELD intervention instruction using the MacMillan McGraw-Hill <i>California Treasures Reading Triumphs K-6</i> and the Glencoe/McGraw-Hill <i>Glencoe Literature California Treasures</i> additional support during the school day. The district will provide junior high and high school teachers' assistance in developing a schedule to include two periods of reading using assessments for placement and exit from interventions will be used.</p> <p>3.3 All grades 4-12 students scoring two or more grade levels below, including English learners and Students with Disabilities, will be assessed and provided additional</p>	<p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, Intervention Teacher Aug.-June 2012-13-2013-</p>	<p>Intervention Teacher Contract</p> <p>Intervention Teacher Contract</p> <p>Intervention Teacher Contract</p>	<p>\$32,000</p> <p>\$32,000</p> <p>\$32,000</p>	<p>PI Funds</p> <p>PI Funds</p> <p>PI Funds</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>instructional time and support in RLA. Instruction will be skill-based and directed to the particular learning needs of the intensive intervention student.</p> <ul style="list-style-type: none"> <li>Monitor the students achieving two or more grade levels below and ensure that they have sufficient reading intervention time built into the instructional day at each grade level at each site through spring and fall review of grades 4-6 class schedules at elementary and 7-8 ELA class and the master schedule at grades 9-12 .</li> </ul> <p>3.4 Guarantee that all students, including English learners and Students with Disabilities receive access to a systematic framework of tiered intervention time and support by following these systematic steps:</p> <ul style="list-style-type: none"> <li>Develop a self-study process for the school sites to examine how they currently provide targeted intervention/support for students, including on-going monitoring. The results of the study will identify which components of RLA intervention support are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented.</li> <li>Identify district assessment instruments to be used for district-wide screening of academic needs. The district expectation is that general education and special education instructional staffs assume an active role in the assessment process.</li> <li>Develop a plan, implement and monitoring the consistent use of district EL guidelines for English Learners and the correct placement of ELs in core and intervention support as appropriate.</li> </ul>	<p>14, 2014-15</p> <p>Supt./Prin., Teachers District developed process Spring-August, Mid-Year 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Intervention Teacher, Teachers, August- June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Intervention Teacher, Teachers, August- June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Intervention Teacher, Teachers Aug- June 2012-13,2013- 14,2014-15.</p>	<p>OARS Contract</p> <p>Intervention Teacher Contract</p> <p>OARS Contract</p> <p>Intervention Teacher Contract</p>	<p>\$2,000 \$1,000</p> <p>\$32,000</p> <p>\$2,000 \$1,000</p> <p>\$32,000</p>	<p>Title I General Fund</p> <p>PI Funds</p> <p>Title I General Fund</p> <p>PI Funds</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Support EL students with the ELD program of instruction built into the core adoptions, K-6 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) Program 2 program with ELD and Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10 program 2 with ELD.</li> <li>Provide daily ELD instruction for all EL students for a minimum of 30 minutes.</li> <li>Utilize the <i>Scholastic Kate Kinsella English 3D</i> supplemental ELD <i>Academic Tool Kit</i> gr.7-10 to support the instruction of EL students daily.</li> </ul>	<p>Supt./Prin., Teachers Aug.-June Daily, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug-June 2012-13, 2013-14, 2014-15</p>			
<p><b>4. Increased access to technology:</b> Baker Valley USD provides technology as a critical tool for delivering the core curriculum. District technology focuses on integrating technology into the E/RLA curriculum for all students K-12 including our EL, GATE and special education students focusing on grade level English language arts standards.</p> <p>4.1 Continue to provide technology as a critical tool for delivering the core curriculum. Continue to provide every classroom in the Baker Valley Unified School District with between two to five Internet-connected computers with school-wide wireless K-12 connectivity, each teacher with an ELMO document camera and a laptop computer with CDs and videos from the core E/RLA adoptions.</p> <ul style="list-style-type: none"> <li>Continue to provide least one mobile computer lab with 30 multi-media ready, Internet connected stations with software to use for word processing and Internet research.</li> <li>Continue to purchase Promethean SMART Boards until all classes have one; currently three out of 10 classes have SMART Boards.</li> <li>Continue to provide all classrooms with the Mobi Student Centered Learning Pack, student responders.</li> <li>Purchase and provide Nook Readers interactive devices K-</li> </ul>	<p>Supt./Prin., Teachers, Technology Consultant Daily August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Daily use August-June 2012-13, 2013-14, 2014-15</p>	<p>Tech. support contract</p> <p>Mobil computer lab</p>	<p>\$6,000</p> <p>\$19,000</p>	<p>Title I</p> <p>PI Funds</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>12.</p> <ul style="list-style-type: none"> <li>• Continue to support student learning with two computer labs (one MAC and one PC) for keyboarding, word processing and research.</li> <li>• Continue to provide Advanced Placement and Spanish courses for secondary students through the Riverside Virtual School.</li> <li>• Continue to support the Year Book class with a software publishing program and the ROP program with a digital program of photography instruction.</li> <li>• Continue to support teachers with access to participate in webinars for the <i>California Treasures</i> ELA programs.</li> <li>• Continue to support the library with the Mandarin web-based library and textbook automation software management system.</li> <li>• Continue to maintain a district Facebook page where teachers post information.</li> </ul> <p>4.2 Ensure that all students have access to a rigorous core curriculum through the use of technology that reinforces oral and written language using thinking strategies and organizational skills. The state-approved language arts program adopted by the district in grades K-6 and 7-10 includes technology to help students meet or exceed the standards for their grade level.</p> <ul style="list-style-type: none"> <li>• Provide teachers with the technology components of the core ELA adoptions: audio CDs, test generator software, lesson planners, teaching transparencies, DVD or VHS interactive content clips. All classroom teachers have additional professional development in the use of technology software from the adopted core curriculum.</li> <li>• Use District and school websites that link the larger community to the classrooms while providing schedules, programs and resource information.</li> </ul>	<p>Supt/Prin., Teachers Daily August-June 2012-13, 2013-14, 2014-15</p>	<p>Cost of Nook Readers</p>	<p>@\$200 per unit \$10,000</p>	<p>Title II EETT</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.3 Continue to provide administrators and teachers technology to support attendance and report cards using <i>the Infinite Campus</i> Student Information System (SIS) to take attendance.</p> <ul style="list-style-type: none"> <li>Continue to provide administrators and teachers with the Online Assessment Reporting System (OARS) to scan and manage assessment data, develop student data reports, and use this information for data analysis. These reports allow staff to monitor program effectiveness, student mastery of reading standards, and alignment of assessments and materials to standards. Teachers use these reports in grade level collaboration to organize student intervention groups by standard and skill needed.</li> </ul>	<p>Supt/Prin., Teachers Daily August-June 2012-13, 2013-14, 2014-15</p> <p>Supt/Prin., Teachers Daily August-June 2012-13, 2013-14, 2014-15</p>	<p>OARS Contract</p>	<p>\$2,000 \$1,000</p>	<p>Title I General Fund</p>
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b> All teachers of reading language arts will receive materials-based training for the E/RLA adoptions.</p> <p>5.1 Currently 50% K-6 teachers have been trained in the 40 hours of SB 472 MacMillan/McGraw-Hill <i>California Treasures</i> (2008) K-6 and 50% have been trained in the Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> (2008) 7-10. 100% of the secondary teachers have been trained in the Kate Kinsella <i>Scholastic English 3D Academic Tool Kit</i> for ELD instruction part 1. The same staff needs to attend part 2 of this training during the 2012-13 school year.</p> <p>5.2 Provide Materials-based training for K-8 teachers (including special education) in E/RLA adoptions. Teachers will be required to attend this training for the current adoption during summer or during the school year. Teachers of E/RLA new to the district will be expected to complete training within 12 months of the hire date.</p>	<p>Supt./Prin., Teachers Annually, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug-June 2012-13, 2013-14, 2014-15</p>	<p>San Bernardino County Superintendent of Schools (SBCSS) trainers Materials-based training</p> <p>SBCSS PD contract ELPD training for Teachers and Supt.</p>	<p>\$10,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5.3 Provide ELPD training for all teachers. All K-12 teachers need to be trained in ELPD. Require the Supt./Prin. to participate in ELPD training.				
5.4 All administrators will receive 40 hours of materials-based training for the E/RLA adoption. Currently the Superintendent/Principal has been trained in the 40 hours of AB 430 in the current RLA adoptions.	Supt./Prin., Teachers Aug-June 2012-13, 2013-14, 2014-15	SBCSS Trainer	\$10,000	Title II
5.5 Provide Supt./Prin. training to use a district developed E/RLA observation tool to monitor and support the effectiveness of adopted materials-based programs of instruction for SWDs and English Learners to learn grade level curriculum	Supt./Prin., Teachers Aug-June, 2012-13	Pivot Learning Contract	\$2,000	Title II
5.7 Provide training for Supt./Prin. in how to monitor instructional programs for SWDs and how to facilitate expansion of service for SWDs through the collaborative and push-in model.	Supt./Prin., Desert Mountain SELPA			
5.8 Provide technical assistance and support in the full implementation of E/RLA programs as described in SBE sanction Corrective Action 6 for Baker Valley Unified School District as a Program Improvement Year 3 district.	Supt./Prin., Fagan Associates Consultants	Fagan Associates Contract	\$55,000	PI Funds
5.9 Continue to provide professional development designed to increase ability of all teachers and principals to use the data collection system (OARS) especially to monitor progress of English Learners and special education students.	Supt./Prin., Teachers Aug-June 2012-2013, 2013-2014	OARS contract	\$2,000 \$1,000	Title I General Fund
5.10 Provide all teachers and the supt./Prin. professional development in PLCs to analyze and use state data and formative assessments to increase student achievement.	Supt./Prin., Teachers Aug-June 2012-2013, 2013-2014	Pivot Learning Contract	\$13,392	Title II

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5.11 Ensure that all teaching staff with less than two years of experience in the district and experienced teachers who need assistance will receive in-class support on the implementation of standards-based instruction from a support provider as part of the district RIMS-BTSA Program.	Supt./Prin., Teachers Aug-June 2012-2013, 2013-2014	RIMS-BTSA program stipend	\$6,025	RIMS-BTSA Program
5.13 Provide access to SELPA workshops to site administrators, special education teachers, paraprofessionals and parents.	Supt./Prin., Teachers Aug-June 2012-2013, 2013-2014	NA		
5.14 Supt./Prin. will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities.	Supt./Prin. Annually Fall 2012, 2013, 2014-15	NA		
<ul style="list-style-type: none"> <li>Align all sites' professional development plans outlining activities during collaborative time using research-based instructional strategies and effective schools research (Marzano, Reeves, DuFour, Stiggins, and Elmore).</li> </ul>	Supt./Prin., Teachers Aug.- Je 2012-13, 2013-2014, 2014-15	Pivot Learning Contract	\$13,392	Title II
<ul style="list-style-type: none"> <li>Incorporate the Professional Learning Community elements into all professional development to focus on student learning, collaboration and collective inquiry, use of data analysis to identify appropriate response to student learning, and leadership capacity building.</li> </ul>	Supt./Prin., Teachers Aug.- Je 2012-13, 2013-2014, 2014-15	Pivot Learning Contract	\$13,392	Title II
<ul style="list-style-type: none"> <li>Provide professional development that supports collaboration across school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials.</li> </ul>				
<ul style="list-style-type: none"> <li>Continue to partner with Needles Unified School District for teacher collaboration time every other Monday for 90</li> </ul>				

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
minutes to build effective PLC practices.				
5.15 Use an analysis of the classroom walk-throughs to plan district and site specific E/RLA professional development for specific grade-levels, departments, or school site teams on district expectations identified as minimally implemented.	Supt./Prin., Teachers Aug.- Je 2012-13, 2013-2014, 2014-15	NA		
5.16 Use an analysis of the student data from district benchmarks to plan district and site E/RLA professional development for specific grade-levels, departments, or school site teams on topics identified as having low proficiency.	Supt./Prin., Teachers Aug.- Je 2012-13, 2013-2014, 2014-15	NA		
5.17 Continue to provide training to implement district initiatives for expansion of technology to increase student mastery of the ELA grade level standards. <ul style="list-style-type: none"> <li>• Train teachers to create interactive technology oriented lessons to provide integration of Promethean Boards, technology software, and use text-referenced websites for research and interactive support.</li> <li>• Continue to ensure that all students including SWD students have equitable access to appropriate technology tools, including assistive technology as need for student individual education plans.</li> <li>• Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital cameras.</li> </ul>	Supt./Prin., Teachers Aug.- Je 2012-13, 2013-2014, 2014-15	Cost of Training	\$1,000	Title II EETT
5.18 Provide training for secondary teachers in Thinking Maps.	SBCSS trainers	SBCSS Contract	\$10,000	Title II
5.19 Provide secondary teachers with training in <i>Kate Kinsella</i>	SBCSS trainers	SBCSS Contract	\$10,000	Title II

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Scholastic English 3D Language Development Academic Tool Kit</i> program part 2.</p> <p>5.20 Provide principal coaching to new Supt./Prin.</p> <p>5.21 Provide professional development for entire staff in Common Core State Standards implementation.</p> <p>5.22 Provide PLC training by Solution Tree trainer through San Bernardino County Superintendent of Schools for 3 teachers and Supt./Prin.</p>	<p>Pivot Learning</p> <p>SBCSS trainers</p> <p>SBCSS trainers</p>	<p>Pivot Learning Contract</p> <p>SBCSS Contract</p> <p>SBCSS Contract</p>	<p>\$2,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Title II</p> <p>Title II</p>
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>6.1 District and site administrators will inform all parents of English Learners of the following:</p> <ul style="list-style-type: none"> <li>• The student’s identification as an English learner, the student’s benefit in receiving English language development (ELD) instruction, and the program’s specific re-designation criteria.</li> <li>• The student’s English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student’s academic achievement.</li> <li>• A student’s placement in ELD instruction within the first four weeks of such placement if the student is enrolled after the beginning of the school year.</li> <li>• How to be involved in their children’s education and how to assist their children in attaining proficiency in English and core academic subjects.</li> <li>• Notice about bilingual program options and timely process for waivers.</li> <li>• Notification to parents of information regarding their student’s needs for proficiency in ELA.</li> </ul>	<p>Supt./Prin., Staff Annual letter to parents 2011-12, 2013-2014, 2014-15</p> <p>Supt./Prin., Teachers, Parents, Students, staff Four times per year, 2011- 2012, 2013-2014, 2014- 2015</p>	<p>Printing Costs</p>	<p>\$500</p> <p>\$200</p>	<p>General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Communication to parents about the notification procedures, the promotion requirements, and information on the annual CST/CELDT Testing.</li> <li>• Conduct parent conferences three times per year K-12 and send report cards home three times a year for K-12.</li> </ul> <p>6.2 Monitor schools' activities to increase family participation around the areas of reading skills, parenting, communicating, learning at home, decision-making, collaborating, and volunteering.</p> <p>6.3 Continue to give progress reports and promotion/ retention forms to inform parents of assessment and progress of students. Schools follow district adopted timelines and procedures. Parent conferences are conducted and intervention plans developed for students at risk.</p> <p>6.4 Continue to hold programs (held in both English and Spanish) related to literacy, assisting students with schoolwork, curriculum issues, assessments, as well as parenting take place at sites. Schools communicate with parents through the regular use of newsletters, annual Parent Handbook, School-Parent Compact and parent involvement policy.</p> <p>6.5 Establish annual expectations for number and type of parent/community activities. Supt./Prin. and staff will implement activities and provide agendas. District and sites will support parent communication through Connect-ED automated telephone dialer.</p> <p>6.6 The district will seek a waiver to form one common SSC for all three schools based on the fact all three schools are small rural schools with a shared Superintendent/Principal, the same physical plant and common curriculum. The district will maintain the School Site Council with staff,</p>	<p>Supt./Prin., Teachers Aug.-Je, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Three times per yr. Aug.-Je, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Three times per yr. Aug.-Je, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, Staff August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers,</p>	<p>Connect-ED Automated Telephone dialer 3 yr. contract</p> <p>Connect Ed Contract</p> <p>Printing of Reports, promotion/retention forms</p> <p>Printing of Materials</p> <p>Training materials</p>	<p></p> <p>\$300</p> <p>\$200</p> <p>\$200</p>	<p>Fund</p> <p>General Fund</p> <p>Title I</p> <p>Title I</p>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Development of a district-wide needs assessment school-by school.</li> <li>• Establishment of district program, goals, and objectives for programs and services for English learners.</li> <li>• Title I Parent Survey at Title I sites.</li> </ul>				
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and junior high school):</b></p> <p>7.1 Provide early intervention programs for parents and students including ongoing activities through on site State Preschool.</p> <p>7.2 Provide at intermediate school incoming spring orientation program for parents and incoming 7<sup>th</sup> grade in E/RLA to promote successful transition to 7<sup>th</sup> grade. Supt./Prin. and junior high school staff will articulate with the high school staff to provide activities that promote successful transition to 9<sup>th</sup> grade.</p> <p>7.3 Conduct a meeting between junior high and elementary school to prepare for master schedule placement and increase articulation with 6<sup>th</sup> and 7<sup>th</sup> grade math teachers.</p> <p>7.4 Continue to develop partnership with Molycorp Co. to provide training for Baker students in career pathways.</p> <p>7.5 Continue to develop partnership program with the Brightsource Solar Energy Company to provide career pathway education opportunities for Baker students.</p> <p>7.6 Provide Advanced Placement and Spanish courses through the Riverside Virtual School</p> <p>7.7 Provide ROP classes for high school students including Photography.</p>	<p>State Preschool August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin, 7-8 Grade Teacher, 9th grade Teacher Annually Spring 2012, 2013, 2014, 2015</p> <p>Supt/Prin., Teachers 2012-13, 2013-14 ,2014-15</p> <p>Supt/Prin., Teachers 2012-13, 2013-14 ,2014-15</p> <p>Supt/Prin., Teachers 2012-13, 2013-14 ,2014-15</p> <p>Secondary Teachers Aug.- June 2012-13, 2013-14 2014-15</p> <p>ROP Teacher, , Aug. June 2012-13, 2013-14, 2014-15</p>	<p>Salary/ Benefits/ Program costs</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>ROP Teacher Salary and Supplies</p>	<p>\$99,000</p> <p></p> <p></p> <p></p> <p></p> <p>\$12,000</p>	<p>State Child Development State Preschool</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>ROP</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.8 Provide paraprofessionals to support regular and special education students in learning English Reading language arts.</p> <p>7.9 Provide programs for students transitioning to Kindergarten from State Preschool. Provide a plan and timeline for transition to Kindergarten:</p> <ul style="list-style-type: none"> <li>• Train staff to implement the plan.</li> <li>• Coordinate efforts with kindergarten teachers.</li> <li>• Provide special education students services for Speech/Language.</li> <li>• Facilitate transition of special needs students.</li> <li>• Provide outreach for parents and connection to community services.</li> </ul>	<p>Supt./Prin. Paraprofessionals, Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Kindergarten and State Preschool Teachers, Annually in June 2012, 2013, 2014</p>	<p>1 Paraprofessional 1 Special Ed. Paraprofessional</p> <p>NA</p>	<p>\$21,000 4 hrs. \$30,000 6 hrs.</p>	<p>Title I State Special Ed.</p>
<p><b>8. Monitoring program effectiveness:</b> The District will monitor progress in accomplishing the action steps in the LEA Plan and in the SPSAs to increase student achievement in E/RLA.</p> <p>8.1 Monitor program effectiveness through each site's Single Plan for Student Achievement aligned to the Local Educational Agency Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data. All SPSAs are aligned to the requirements from the CDE and will be monitored by District Administration.</p> <p>8.2 Require all staff to participate in all phases and components of the state's standards-based assessment system.</p> <p>8.3 Analyze annual state and federal test data, API, AYP, and CELDT results to monitor programs and drive changes in instructional practice as needed.</p>	<p>Supt./Prin., Teachers, August-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15</p>	<p>NA</p> <p>Cost of state assessments</p>		<p>State Reimbursement</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8.4 Analyze district and site assessment results collected on OARS in grade level and content teams as PLCs and used to monitor student progress, program effectiveness, and drive changes in the instructional calendar and intervention practices during the academic year.	Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15			
8.5 Continue to monitor student achievement in R/ELA and ELD with the district required assessments including District Standards-Aligned ELA Benchmark Assessments grades 2-6, District ELA Summative grades 2-6, District Standards-Aligned ELA Benchmark Assessments 7-12, MacMillan <i>California Treasures</i> reading tests, grades K-6, Glencoe <i>Literature California Treasures</i> selection tests, grades 7-12, Common Short Cycle Formative Assessments Developed using INSPECT Item Bank for ELA.	Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15	OARS Contract	\$2,000 \$1,000	Title I, General Fund
8.6 Continue to monitor the achievement of high priority students (ELs and SWD) with additional assessment including RLA/ELD Progress Monitoring.	Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15	OARS Contract	\$2,000 \$1,000	Title I General Fund
8.7 Continue to implement the system of accountability for classroom instruction through district site walk throughs twice-weekly including classroom visits.	Supt./Prin., Teachers As data are available, 2012-13, 2013-14, 2014-15	NA		
8.8 Continue to require site teams to develop actions plans with SMART goals for R/ELA achievement.	Supt./Prin. Site PLC Teams. Aug.-June, 2012- 13, 2013-14, 2014-15	NA		
8.12 Continue monitoring sites' assessment results on required district benchmarks through OARS reports.	Supt./Prin., Teachers. Aug.-June, 2012-13, 2013- 14, 2014-15	NA		
8.13 Develop a system for monitoring sites' PLCs and data teams through the Data Team Protocol and Instructional intervention Plans submitted to Superintendent/Principal.	Supt./Prin., Aug.-June, 2012-13, 2013-14, 2014-15	NA		
8.14 Promote the professional collaboration of teachers, including special education teachers, through scheduled		NA		

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>and required Data Team meetings by grade-level or content areas to examine student work samples, monitor students' mastery of grade-level standards, and plan instruction for students not mastering grade level/content area standards. Meetings will include all teachers K-12, including specialists and special education teacher.</p> <p>8.15 Schools will retain PLC agendas and minutes from elementary grade level leaders and secondary school team leads to supt./Prin. for review and signature.</p> <p>8.16 Continue to provide opportunities for teachers from Baker and Needles Unified School District to meet and collaborate in grade level/content teams during PLC meetings. Share Data results and discuss the implications for instruction.</p>	<p>Supt./Prin. Teachers, Aug.-Je., 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, August-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, August-June, 2012-13, 2013-14, 2014-15</p>	<p>OARS Contract</p> <p>NA</p> <p>NA</p>	<p>\$2,000 \$1,000</p>	<p>Title I General Funds</p>
<p><b>9. Targeting services and programs to lowest performing student groups:</b> The district and schools will monitor the number of students K-12 who are achieving more than two years below grade level in reading and examine the support given to these students to determine the effectiveness of that support on an on-going basis and adjust instruction accordingly.</p> <p>9.1 Provide students in K-12 with identified special instructional needs a program with the least restrictive environment based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs. These data will include but not be limited to: state test data; district formative assessment data; IEP assessments; teacher-made assessments, family history and parent observation; medical and psychological information and assessments; and student work products.</p> <p>9.2 Provide students in grades 3-10 who scored Basic, Below Basic or Far Below Basic on the ELA CST additional time within the school day for reading intervention. Students in</p>	<p>Supt./Prin., Teachers August-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Special Ed Teacher, Teachers. Aug.-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers. August-June, 2012-13, 2013-14, 2014-15</p>	<p>Cost of Special Ed. Teacher salary and program costs</p> <p>NA</p>	<p>\$23,000 \$56,192</p>	<p>State Sped. Ed. Fed. Sped. Ed.</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>grades 4-8 will use the intervention program within the core reading adoption. District-wide assessments will be used to target children who struggle in reading in grades K-2, and these students will be provided additional instructional time.</p> <p>9.3 Establish district criteria for identification of students who need additional reading instructional support during the school day K-12. Identify students by name and number students in order to plan support in the next school year.</p> <ul style="list-style-type: none"> <li>• Report to the Supt./Prin. the expected number of students K-6 by grade identified for the reading intervention support.</li> <li>• Work with the Supt./Prin. on proposed master schedule identifying the number of classes/sections grades 7-8 to serve expected students who will need additional reading intervention support.</li> <li>• Work with the Supt./Prin. on final master schedule for junior high and high school identifying grades, teachers, classes, and number of students assigned classes for additional time and support in reading.</li> <li>• Report to Supt./Prin. quarterly updates reviewing progress of students in reading intervention according to formative assessment data.</li> <li>• Conduct annual district review analyzing by site comparison of the CST results of students in reading intervention from one year to the next.</li> </ul> <p>9.4 Work to develop a number of collaborative/team teaching of general and special education teachers with the push-in or inclusion of SWD students in regular classes and require at</p>	<p>Supt./Prin., Teachers K-12 August-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., K-6 Teachers, Spring and August, Annually, 2012-13, 2013- 14, 2014-15</p> <p>Supt./Prin., 7-8 Teacher Spring, Annually, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., 7-12 Teachers Spring and August, Annually, 2012-13, 2013- 14, 2014-15</p> <p>Supt./Prin. K-12 Teachers. September-June 2012, 2013, 2014</p> <p>Supt./Prin., K-12 Annually, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. K-12 Teachers site Special Ed. staff, Desert Mountain SELPA.</p>	<p>OARS Contract</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>OARS Contract</p> <p>NA</p> <p>NA</p>	<p>\$2,000 \$1,000</p> <p></p> <p></p> <p></p> <p>\$2,000 \$1,000</p> <p></p> <p></p>	<p>Title I General Fund</p> <p></p> <p></p> <p></p> <p>Title I General Fund</p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>all sites the inclusion of special education teachers as member of grade/course level PLCs and data teams.</p> <p>9.5 The district will continue to serve special education students through a variety of programs and services that are targeted to students' needs and provide access to standards-based instruction through SBE-approved E/RLA adoptions. Programs include: 1 RSP teacher, 1 State Pre-School, 25 students provided speech services.</p> <p>9.6 The district will provide Supplemental Education Services to the lowest performing Title I students in reading at PI Schools Year 2 and above.</p>	<p>Annually, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. K-12 Teachers site Special Ed. staff, Desert Mountain SELPA. Aug.- June 2012-13, 2013-14, 2014-15 RSP Teacher, State Pre-school Staff, Speech Therapist</p> <p>Supt./Prin., K-12 Teachers Aug.-June 2012-13, 2013-14, 2014-15</p>	<p>Spec. Ed. Costs State Preschool</p> <p>Costs SES Services</p>	<p>\$23,000 \$56,192 \$99,000</p> <p>\$6,142.50</p>	<p>State Spec. Ed. IDEA Spec. Ed. Child Dev. Funds</p> <p>Title I</p>
<p><b>10. Any additional services tied to student academic needs:</b></p> <p>10.1 Research services that provide additional support to students to foster improved student achievement in reading at homework centers and support hotlines.</p> <p>10.2 Investigate the use of Baker secondary students as tutors for elementary students needing help in reading.</p> <p>10.3 Provide paraprofessionals to give additional support during reading intervention for regular and special education students.</p> <p>10.4 Provide part-time Library/Media Clerk support for outside reading and textbook inventory on campus.</p> <p>10.5 Provide State Preschool Program to provide students with a head start on academic success in school. Currently Baker Valley USD serves 24 students in State Preschool.</p>	<p>Supt./Prin., K-12 Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>K-12 Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Paraprofessionals Aug.- Je 2012-13, 2013-14, 2014-15</p> <p>Library/Media Clerk Aug.-June 2012-13, 2013-14, 2014-15</p> <p>State Preschool staff. Aug.-June 2012-13, 2013-14, 2014-15</p>	<p>NA</p> <p>NA</p> <p>1 Paraprofessional 1 Special Ed. Paraprofessional</p> <p>Library/Media Clerk</p> <p>Salaries State Preschool Program Costs</p>	<p>\$21,000 4 hrs. \$30,000 6 hrs.</p> <p>\$11,600 3.75 FTE</p> <p>\$99,000</p>	<p>Title I State Special Ed.</p> <p>General Fund</p> <p>Child Development State Preschool</p>



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>math intervention needs of students.</p> <ul style="list-style-type: none"> <li>Scaffolding techniques and cooperative learning activities with heterogeneous grouping and differentiated instruction to further engage all students.</li> <li>Intervention and support using a tiered framework for differentiated activities to maximize student participation, engagement, and production of oral language.</li> </ul> <p>1.3 Monitoring by district Supt./Prin. will occur and teachers will use high leverage strategies that address the unique needs of English learners and Students with Disabilities. Supt./Prin. will monitor implementation of strategies using a district walkthrough observation tool. These strategies are:</p> <ul style="list-style-type: none"> <li>Checking for understanding, modifying and adjusting lesson as necessary.</li> <li>Teacher and student provide frequent verbal and nonverbal responses.</li> <li>Variety of instructional groupings during instruction.</li> <li>Study guides, outlines, or highlighted text available.</li> <li>Using and explaining academic language.</li> <li>Detailing math content objective.</li> </ul> <p>1.4 Identify key standards for mastery for each grade level in mathematics that all students will know or be able to do.</p> <p>1.5 Training of Supt./Prin. and teachers will be provided that will focus their instruction on these additional high leverage strategies to address the unique needs of Students with Disabilities. These strategies are:</p> <ul style="list-style-type: none"> <li>Adaptive devices/assistive technology.</li> <li>Variety of communication strategies.</li> <li>Accommodations including motivational charts, color-coded materials, books on tape, and specially lined paper.</li> </ul>	<p>Supt./Prin. Twice weekly classroom walk-throughs Aug- June 2012-13, 2013-14, 2014-15</p> <p>Teachers, Intervention Teacher Aug. 2012, 2013, 2014</p> <p>Desert Mountain SELPA August- June 2012-13, 2013-14, 2014-15</p>	<p>NA</p> <p>Intervention Teacher Contract Extended Day Pay Teachers \$23 per hr.</p> <p>NA</p>	<p>\$32,000</p> <p>\$1,000</p>	<p>PI Funds</p> <p>Title II</p>



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1.12 Fully implement Scot Foresman-Wesley Addison <i>enVision Math California 2007 Intervention Kit</i> grades 4-6 and the <i>Pearson digits</i> math program for grades 8, 9 and 10 students needing intervention daily to provide sufficient instruction and practice to accelerate acquisition to grade-level content.	Supt./Prin., Teachers Daily, August-June 2012-13, 2013-14, 2014-15	Math Intervention replacement materials: \$80 per student grades 4-6 7-10 <i>Pearson digits</i> \$40.00 per student, \$600 per TE	\$1,000  \$1,040	IMF Title I site funds  Title I site funds
<p><b>2. Use of standards-aligned instructional materials and strategies:</b></p> <p>2.1 The district will fully implement and monitor full use of these SBE-approved math core and interventions for all students including ELs and SWDs:</p> <ul style="list-style-type: none"> <li>• Gr.K-6 Scott Foresman <i>enVisionMath California</i> K-6;</li> <li>• Gr.4-6 <i>enVision Math California 2007 Intervention Kits</i> from core adoption</li> <li>• Gr. 7 <i>Pearson digits math</i> (2012)</li> <li>• <i>Pearson Algebra Common Core Edition</i> (iBooks 2) 2012</li> <li>• Gr. 8, 9, 10 <i>Pearson digits math</i> intervention program (2012)</li> <li>• Gr.9 <i>Pearson Geometry Common Core Edition</i> (iBooks 2) 2012</li> <li>• Gr.10, <i>Pearson Algebra 2 Common Core Edition</i> (iBooks 2) 2012</li> </ul> <p>2.2 Purchase and implement replacement materials each year for the core math K-6, 7-10 grade and math intervention kits for grades 4-6.</p> <p>2.3 Purchase and implement the new Pearson Prentice-Hall <i>digits math</i> (2012) for the grade 7 math core program.</p> <p>2.4 Purchase and implement <i>Pearson digits math</i> program for students in grades 8, 9 and 10 who are not ready for Algebra and achieving at the intensive intervention level in math.</p>	<p>Supt./Prin., Elementary and math teachers Aug.-June 2012-13, 2013-2014, 2014-15</p> <p>Supt./Prin., Teachers Fall 2012</p> <p>Supt./Prin., Math Teachers Fall 2012</p> <p>Supt./Prin., Math Teachers Fall 2012</p>	<p>Replacement core Grades K-8 core Intervention Kits 4-6</p> <p>New math core grade 7 program</p> <p><i>Pearson</i> Gr. 8-10 <i>digits</i> program</p>	<p>\$2,000</p> <p>\$39.95 per student \$800</p> <p>\$40 per x 18 student, \$600 TE \$1,300</p>	<p>IMF</p> <p>IMF</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2.5 To ensure that the above adoptions are daily and fully implemented, the district will:</p> <ul style="list-style-type: none"> <li>• Work with Business Services to maintain the Mandarin textbook inventory to ensure that all students have access to SBE adopted texts and materials before the first day of school.</li> <li>• Supt./Prin. will visit classrooms twice weekly to ensure that the instructional materials are being used daily, with fidelity, and for the appropriate length of instructional time: Grade K, 30 minutes (+15 minutes for intervention) Grades 1-6, 60 minutes (+15 minutes for intervention) Grades 7-10, 1 period.</li> <li>• Supt./Prin. will verify that all classrooms including those for special education have full sets of adopted program materials. For students at grades 4-8 (including special education) working at 2 or more years below grade level, students will use the grade level core math program and the intervention time and materials.</li> <li>• Ensure that all students including under-performing SWD and ELs have access to the core curriculum by examining grade level and team daily schedules to verify the schedules allocate the required instructional time in the core curriculum for all students. (See above for instructional times.)</li> <li>• Use the mathematics ancillary materials from the core adoptions K-10 daily to provide additional universal access time with differentiated instructional support to meet the needs of all strategic students and provide extra support for struggling students, ELs and SWDs.</li> </ul> <p>2.6 Develop master schedules that incorporate the following:</p> <ul style="list-style-type: none"> <li>• All junior high/ high school students, including ELs and SWDs and matriculating 6<sup>th</sup> graders will be assessed in the spring in mathematics before the junior high/high school master</li> </ul>	<p>Supt./Prin. Business Services, Teachers, Library/Media Clerk Spring and Summer 2012, 2013, 2014, 2015</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Spring, Aug. revise 2012-13, 2013-14,</p>	<p>Library/Media Clerk 3.75 FTE</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>OARS Contract</p>	<p>\$11,600</p> <p>\$2,000 \$1,000</p>	<p>General Fund</p> <p>Title I General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>schedules are developed. Common district assessments will be used for placement and administered in spring each year.</p> <ul style="list-style-type: none"> <li>• Master schedules will be developed first for students requiring math strategic and intensive intervention support.</li> <li>• Assessed students will receive the necessary additional intervention time (strategic and intensive mathematics) as indicated.</li> </ul> <p>2.7 Continue to develop and annually review and refine pacing guides for math adoptions to align to key standards and adopted programs.</p> <ul style="list-style-type: none"> <li>• All teachers will implement pacing guides to ensure they know when standards are taught and in what sequence.</li> <li>• Supt./Prin. will monitor and support teachers in implementing pacing guides through class observations and grade level/content collaboration.</li> <li>• Grade span teacher leads will meet with Supt./Prin. to review the pacing guides to ensure that all three sites are aligning their instructional practices.</li> </ul> <p>2.8 Develop/identify common district-wide assessments addressing key standards with cut points for proficiency levels (Advanced, Proficient, Basic, Below Basic, and Far Below Basic) to identify effectiveness of standards-based instruction.</p> <p>2.9 Provide training in PLCs and data team analysis for Supt./Prin. and teachers to analyze common formative district assessments with a structured data protocol and use results to determine strengths and weaknesses of grade level standards-based instruction in math to determine appropriate instructional responses for students not reaching proficiency.</p> <p>2.10 Conduct meeting after each district assessment to review disaggregated student achievement data (ELs and SWDs) and discuss effective instructional strategies and programs</p>	<p>2014-15</p> <p>Supt./Prin. Teachers. Review of Pacing Guides, Implement Aug.-June. 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Per assessment calendar Aug.-June. 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p>	<p>Teacher Extended day pay \$23 per hr.</p> <p>NA</p> <p>Pivot Learning Contract</p> <p>NA</p>	<p>\$1,000</p> <p>\$13,392</p>	<p>Title II</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>for implementation at all sites.</p> <p>2.11 Use assessments to place, exit, and monitor progress of all students including ELs and SWDs needing intervention in math. Progress monitoring includes assessments that are found in the adopted intervention programs.</p>	<p>Supt./Prin., Teachers, Aug.-June. 2012-13, 2013-14, 2014-15</p>	<p>NA</p>		
<p><b>3. Extended learning time:</b> The Superintendent/Principal will take the following steps to guarantee that all students, including English learners and Students with Disabilities receive access to a systematic framework of tiered interventions, regardless of the school they attend or the teacher to whom they are assigned.</p> <p>3.1 Ensure that all K-10 strategic intervention students, including English learners and Students with Disabilities will receive mathematics intervention instruction during the school day. The district will assist the junior high and high school in developing master schedules to include additional time for math intervention.</p> <p>3.2 Ensure that all intensive intervention students, including English Learners and Students with Disabilities will receive mathematics intervention instruction during the school day. The district will provide the junior high and high school assistance in developing schedules to include additional time for intervention.</p> <p>3.3 Develop a self-study process for the school sites to examine how they currently provide targeted intervention/support for students, including on-going monitoring. The results of the study will identify which components of Response to Intervention (RtI<sup>2</sup>) are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented.</p>	<p>Supt./Prin., Teachers Daily Master Schedule Spring 2012, 2013, 2014, 2015</p> <p>Supt./Prin., Teachers. August.-June 2012-2013, 2013-2014, 2014-15</p> <p>Supt./Prin. Teachers August.-June 2012-2013, 2013-2014, 2014-15</p>	<p>NA</p> <p>NA</p> <p>NA</p>		

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Support the implementation of RtI2 by helping each school site create and monitor an implementation plan that reflects student needs and school culture.</li> <li>• Identify assessment instruments to be used for district-wide screening of both academic and behavioral needs.</li> <li>• Implement the district expectation that general education and special education instructional staffs assume an active role in the assessment process.</li> <li>• Monitor number of sufficient math interventions for all appropriate students two or more years below grade level.</li> </ul> <p>3.4 Monitor intervention programs through walkthroughs by Supt./Prin.</p> <p>3.5 Monitor and support the successful transition of pre-school students to Kindergarten with spring activities for students and preschool parents.</p>	<p>Supt./Prin. Teachers August-June 2012-2013, 2013-2014, 2014-15</p> <p>NA</p> <p>Supt./Prin. Kindergarten and Preschool Teachers</p>	<p>OARS Contract</p> <p>Preschool program and staff salary</p>	<p>\$2,000 \$1,000</p> <p>\$99,000</p>	<p>Title I General Fund</p> <p>Child Dev. State Preschool funds</p>
<p><b>4. Increased access to technology:</b> Baker provides technology as a critical tool for delivering the core curriculum. The district technology focuses on integrating technology into the mathematics curriculum for all students K-12 including our EL, GATE and special education students focusing on grade level math standards.</p> <p>4.1 Continue to provide every classroom in the Baker School District with between two to five Internet-connected computers, an ELMO in each class, a laptop for each teacher, Mobi Student Centered Learning Pack and student responders.</p> <p>4.2 Continue to support the three schools in the School District with at least one mobile computer lab with 30 laptop computers available for research and word processing.</p>	<p>Supt./Prin., Teachers, Technology Consultant. August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, Technology Consultant. August-June 2012-13, 2013-14, 2014-15</p> <p>Technology Personnel Aug.-Je 2012-13, 2013-14, 2014-15.</p>	<p>Technology support contract</p> <p>Technology consultant contract</p> <p>Cost of mobile computer lab with 30 laptop computers</p>	<p>\$6,000</p> <p>\$6,000</p> <p>\$19,000</p>	<p>Title I</p> <p>Title I</p> <p>Title II EETT</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.3 Continue to purchase Promethean SMART Boards to ensure that every classroom has one to support students in their learning of mathematical concepts. Currently there are three.</p> <p>4.4 Continue to provide internet access to all students and teachers with K-12 campus-wide wireless connectivity.</p> <p>4.5 Ensure that every school continues to have software to use for with core adoptions including CDs and videos.</p> <p>4.6 Continue to support the two labs (one MAC and one PC) used for keyboarding, word processing and research.</p> <p>4.7 Ensure that all K-6 sites use the internet to link to the Scott Foresman technology support with the core math adoption.</p>	<p>Supt./Prin., Teachers, August-June 2012-13, 2013-14, 2014-15</p>	<p>Technology consultant contract</p>	<p>\$6,000</p>	<p>Title I</p>
<p>4.8 Continue to ensure that through the use of technology, all students have access to a rigorous core curriculum that reinforces math skills and concept building. The state-approved mathematics program adopted by the district in grades K-6 and 7-8 includes technology to help students meet or exceed the standards for their grade level. District and school websites link the larger community to the classrooms while providing schedules, programs and resource information.</p> <p>4.9 Continue to provide students with <i>Pearson iBooks2</i> for digital instruction in mathematics for Algebra 1 and 2 and Geometry for grades 8-12.</p> <p>4.10 Continue to support students taking Advanced Placement courses and Spanish through the Riverside Virtual School.</p>	<p>Supt./Prin., Teachers, August-June 2012-13, 2013-14, 2014-15</p>	<p>Technology consultant contract</p>	<p>\$6,000</p>	<p>Title I</p>
<p>4.11 Continue to support the ROP photography classes with a digital program for instruction and the Yearbook class with a software publishing program.</p>	<p>ROP Teacher August-June 2012-13, 2013-14, 2014-15</p>	<p>ROP teacher and supplies</p>	<p>\$12,000</p>	<p>ROP Funds</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.12 Continue to maintain a site on Facebook where teachers post information.</p> <p>4.13 Continue to support the library with the use of the Mandarin web-based library and textbook automation software management system.</p> <p>4.10 Continue to use OARS technology to scan assessments, develop student data reports, and use this information for data analysis. These reports allow staff to monitor program effectiveness, student mastery of math standards, and alignment of assessments and materials to standards. Teachers use these reports in grade level collaboration to organize student intervention groups by standard and math skill needed.</p>	<p>Supt./Prin. Teachers Aug-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Teachers Aug-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Teachers Aug-June 2012-13, 2013-14, 2014-15</p>	<p>NA</p> <p>NA</p> <p>OARS Contract</p>	<p></p> <p></p> <p>\$2,000 \$1,000</p>	<p></p> <p></p> <p>Title I General Fund</p>
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b> The District will train teachers and Supt./Prin. to know and understand grade level standards-based math instruction.</p> <p>5.1 Baker teachers are required to complete SB472 training in their current math adoptions. Currently 50% of the teachers have been trained in the core math adoptions and the Supt./Prin. has been trained in the following adoptions</p> <ul style="list-style-type: none"> <li>• K-6<sup>th</sup> Scott Foresman-Wesley Addison <i>enVision Math (2007)</i></li> <li>• Pearson <i>digits math (2012)</i></li> <li>• 8th-10th Pearson <i>Algebra 1, Common Core Edition (iBook 2)</i>, Pearson <i>Geometry Common Core Edition (iBook 2)</i>, and Pearson <i>Algebra 2 Common Core Edition (iBook 2) (20012)</i>.</li> </ul> <p>5.2 Provide materials-based training (40 hour institute and 80 hour practicum) for all new untrained K-10 teachers (including special education) in all new math adoptions. The district will require and monitor teacher completion of the practicum during the following school year. Teachers of math new to the district will be expected to complete training within 12 months</p>	<p>Supt./Prin., Teachers. August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers SBCSS Trainers August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug-June 2012-2013, 2013-2014, 2014-15.</p>	<p>SBCSS contract Training for New Teachers</p> <p>SBCSS Contract Training for New Teachers</p>	<p>\$10,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
of the hire date. Currently 50% of the district teachers are trained in the math adoptions.				
5.3 Train all teachers teaching grade 7 math and grades 8-10 math intervention with the new Pearson <i>digits math</i> .	Supt./Prin. , Teachers Aug-June 2012-2013, 2013-2014, 2014-15.	SBCSS Contract Training for New Teachers	\$10,000	Title II
5.4 Provide any new Supt./Prin. training in the district math adoptions. Currently 100% of the district Supt./Prin. has been trained in the math adoptions.	Supt./Prin., Aug-June 2012, 2013, 2014	SBCSS PD contract	\$10,000	Title II
5.5 Provide all K-12 teachers ELPD as part of their 80 hours for the practicum. Currently none of the K-12 teachers have had ELPD training. All teachers in the district are highly qualified to teach English Learners	Supt./Prin. Aug-June 2012-2013, 2013- 2014,2014-15	SBCSS PD contract	\$10,000	Title II
5.6 Require Supt./Prin. to also participate in ELPD and to use that information when working to implement effective programs that support English learners.	Supt./Prin. Aug-June 2012-2013.	SBCSS PD contract	\$10,000	Title II
5.7 Provide training and monitoring for Supt./Prin. to use observational tools from mathematics training in order to monitor and support the effectiveness of adopted instruction for SWDs and English Learners in mathematics grade level curriculum.	Desert Mountain SELPA Supt./Prin. Aug-June 2012-2013	NA		
5.8 Provide intense professional development designed to increase ability of all teachers and principals to use the data collection system (OARS) for math assessments especially to monitor progress of ELS and SWD students.	Supt./Prin., Teachers. Aug-Je, 2012-13, 2013- 14, 2014-15	Pivot Learning contract 4 days	\$2,000	Title II
5.9 Provide all teachers and principal professional development in PLCs to analyze and use state data and formative assessments to increase student achievement in mathematics.	Supt./Prin., Teachers August-June 2012-13, 2013-14, 2014-15	Pivot Learning contract 4 days	\$13,392	Title II

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5.10 Ensure that all teaching staff with less than two years of experience in the district and experienced teachers who need assistance will receive in-class support on the implementation of standards-based instruction from a support provider as part of the district RIMS-BTSA Program.	Supt./Prin. New Teachers Annually 2012, 2013, 2014	RIMS-BTSA Program	\$6,025	RIMS-BTSA
5.11 Ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities.	Supt./Prin., Fall 2012,2013, 2014	NA		
5.12 Provide access to SELPA workshops to site administrators, special education teachers, paraprofessionals and parents.	Supt./Prin. August-June 2012-13, 2013-14, 2014-15	NA		
5.13 Use an analysis of the District Walk-Throughs to plan district and site professional development for specific grade-levels, departments, or school site teams on district expectations identified as minimally implemented.	Supt./Prin. August-June 2012-13, 2013-14, 2014-15	NA		
5.14 Provide secondary teachers with training in Thinking Maps.	SBCSS trainers	SBCSS PD contract	\$10,000	Title II
5.15 Provide secondary teachers with training in Kate Kinsella Scholastic <i>3D English Language Development Academic Tool Kit</i> program part 2.	SBCSS trainers	SBCSS PD contract	\$10,000	Title II
5.16 Provide Superintendent coaching to new Supt./Prin. for 5 days.	Pivot Learning	Pivot Contract	\$2,000	Title II
5.17 Provide professional development for entire staff in Common Core implementation.	Superintendent consultant	No Cost		
5.18 Provide PLC training by Solution Tree trainer for 3 teachers and district admin.	SBCSS trainers	SBCSS PD contract	\$10,000	Title II
5.19 Provide technical assistance and support in the full	Supt./Prin., Fagan	Karen Fagan	\$55,000	PI Funds

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
implementation of math programs as described in SBE sanction Corrective Action 6 for Baker Valley Unified School District as a Program Improvement Year 3 district.	Associates	Associates Contract		
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>6.1 District administrators and teachers will inform all parents of English Learners of the following:</p> <ul style="list-style-type: none"> <li>• The student's identification as an English learner, the student's benefit in receiving English language development (ELD) instruction, and the program's specific re-designation criteria.</li> <li>• The student's English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student's academic achievement.</li> <li>• A student's placement in ELD instruction within the first four weeks of such placement if the student is enrolled after the beginning of the school year.</li> <li>• How to be involved in their children's education and how to assist their children in attaining proficiency in English and core academic subjects.</li> <li>• Notice about bilingual program option and timely process for waivers.</li> </ul> <p>6.2 Monitor schools' activities to increase family participation around the areas of math skills, parenting, communicating, learning at home, decision-making, collaborating with the community, and volunteering.</p> <p>6.3 Establish with staff annual expectations for number and type of parent/community activities. Supt./Prin. and staff will implement activities. District and sites will support parent communication through Connect-ED automated telephone dialer.</p>	<p>Supt./Prin., Teachers. Aug.-June 2012-13, 2013-14 2014-15</p> <p>Teachers Aug-June 2012, 2013, 2014</p> <p>Supt./Prin., Teachers, Parents, Aug.-Je. 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin. Aug. June. 2012-13, 2013-14, 2014-15.</p>	<p>Printing Costs for Annual Letters to Parents</p> <p>Training Materials</p> <p>NA</p> <p>Cost of Parent automated dialer Connect-Ed</p>	<p>\$1,000</p> <p>\$1,000</p> <p></p> <p></p>	<p>EIA/SCE</p> <p>Site Title I</p> <p></p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6.4 Conduct Parent conference and send report cards home three times per year.	Supt./Prin., Teachers Aug-June. 2012-13, 2013-14, 2014-15	Cost of printing report cards	\$200	General Funds
6.5 Hold parent programs (held in both English and Spanish) related to mathematics, assisting students with schoolwork, curriculum issues and assessments. Schools communicate with parents through the regular use of newsletters, annual Parent Handbook, School-Parent Compact and parent education policy.	Supt./Prin., Teachers Aug-June 2012-13, 2013-14, 2014-15	Training materials Additional Spanish Translation/ Clerk Hours	\$1,500	Title I
6.6 The district will seek a waiver to form one common SSC for all three schools based on the fact all three schools are small rural schools with a shared Superintendent/Principal, the same physical plant and common curriculum. The district will maintain the School Site Council with staff, parent and community representatives and an English Language Advisory Committee. Committees receive annual training for SSC and ELAC responsibilities, meeting protocol, Roberts Rules of Order, and appropriate by-laws. DELAC also meets throughout the year for training and progress reports on ELs.	Supt./Prin., Teachers Parents Aug.-June 2012-13, 2013-14, 2014-15	Training materials	\$200 per site	Title I
6.7 Provide parents of Students with Disabilities with materials and training to help parents work with their children to improve math skills. These parents will also meet annually with their child's teacher(s) and site administrator to review student progress and update the IEP.	Supt./Prin., Teachers, Parents Aug.-June 2012-13, 2013-14, 2014-15	NA		
6.8 Baker Valley USD will give parents and the community opportunities to provide input into a number of issues including but not limited to the following: <ul style="list-style-type: none"> <li>• Development of a district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement.</li> <li>• Development of a district-wide needs assessment school-by school.</li> <li>• Establishment of district program, goals, and objectives for</li> </ul>	Supt./Prin., Teachers, Parents Aug.-June 2012-13, 2013-14, 2014-15  NA  NA	NA		



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Kindergarten from State Preschool. Provide a plan and timeline for transition to Kindergarten:</p> <ul style="list-style-type: none"> <li>• Train staff to implement the plan.</li> <li>• Coordinate efforts with elementary principals and Kindergarten teachers.</li> <li>• Provide special education students services for Speech/Language.</li> <li>• Facilitate transition of special needs students.</li> <li>• Provide outreach for parents and connection to community services.</li> </ul>	<p>and State Preschool Teacher Annually June 2012, 2013, 2014</p>			
<p><b>8. Monitoring program effectiveness:</b> District administrators will monitor progress in accomplishing the action steps in the revised LEA Plan and in the SPSAs to increase student achievement in mathematics.</p> <p>8.1 Each site will use its Single Plan for Student Achievement aligned to the Local Educational Agency Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.</p> <p>8.2 Participation of all Baker staff in all phases and components of the state's standards-based assessment system will be required and monitored.</p> <p>8.3 Analysis of annual state and federal test data will be conducted by District Supt./Prin. with the staff and will include analysis of the API, AYP, CELDT and AMAO results to monitor programs and drive changes in instructional practice as needed.</p> <p>8.4 Analysis of District and site assessment results collected on OARS will be conducted by teachers, Supt./Prin. and teachers in grade level and content teams as PLCs and used to monitor student progress, program effectiveness, and drive changes in the instructional calendar and intervention practices during the</p>	<p>Supt/Prin., Teachers SSC Members August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers. Annually 2012-13, 2013-14, 2014-15</p> <p>Superintendent/ Principal, Staff August-June 2012-13, 2013-14, 2014-15</p> <p>Superintendent/ Principal, Teachers, August June 2012- 13, 2013-14, 2014-15</p>	<p>NA</p> <p>State Testing</p> <p>OARS Contract</p> <p>NA</p>	<p></p> <p></p> <p>\$2,000 \$1,000</p> <p></p>	<p></p> <p>State Reimbursement</p> <p>Title I General Fund</p> <p></p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>academic year.</p> <p>8.5 Continue to monitor student progress toward mastery of grade level standards through the analysis of the District Standards-Aligned Mathematics Benchmark grades K-6, 7-12, Scott Foresman enVision Math Topic Tests, grades K-6, Pearson iBook 2 Algebra 1, Geometry, Algebra 2 Assessments and Common short Cycle Formative Assessments developed using INSPECT Item Bank for math.</p> <p>8.6 Promote professional collaboration of teachers, including special education teachers, through Data Team meetings held every other Monday for 90 minutes by grade-level or content areas to examine student work samples, monitor students' mastery of grade-level standards, and plan instruction for students not mastering grade level/content area standards. Meetings will include all teachers K-12, including specialists and special education teachers. Elementary grade level leaders and junior high school team leads will submit PLC agendas and minutes to administration for review and signature.</p> <p>8.7 Continue to promote PLC teams through the district collaboration with teachers from Needles Unified School District.</p> <p>8.8 Continue to implement the system of accountability for classroom instruction through twice weekly Supt./Prin. classroom visits using a district developed classroom observation checklist to collect implementation data using, and analyze of grade level improvement in mathematics</p> <p>8.9 Continue monitoring sites' assessment results on required district benchmarks through OARS reports submitted to Supt./Prin.</p>	<p>Supt./Prin., Teachers August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers</p> <p>Supt./Prin. Teachers Every other Monday Aug-June 2012, 2013,2014</p> <p>Supt./Prin., Twice- Weekly visits August-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Per Assessment Calendar and timeline 2012-2015</p>	<p>OARS Contract</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>OARS Contract</p>	<p>\$2,000 \$1,000</p> <p></p> <p></p> <p></p> <p>\$2,000 \$1,000</p>	<p>Title I General Fund</p> <p></p> <p></p> <p></p> <p>Title I General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>9. Targeting services and programs to lowest-performing student groups:</b></p> <p>9.1 Provide students K-12 with identified special instructional needs a program with the least restrictive environment based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs. These data will include but not be limited to: state test data; district formative assessment data; IEP assessments; teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products.</p> <p>9.2 Provide students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on the Math CST additional time within the school day for math intervention. District-wide assessments will be used to target children who struggle in math.</p> <p>9.3 Identify by name and number of students using the district criteria for placement into the math intervention instruction all students who need this additional math intervention support.</p> <p>9.4 Identify by expected number of students by grade identified for the math intervention support at grades 4-6 and the proposed master schedule at grades 7-8, 9-10 identifying teacher and number of classes/sections to serve expected students.</p> <p>9.5 Complete the junior high school and high school the final master schedule identifying grades, teachers, classes, and number of students assigned.</p> <p>9.6 Conduct a meeting with Supt./Prin., Elementary and Math teachers quarterly to review progress of students in math intervention according to formative assessment data.</p> <p>9.7 Conduct annual district review analyzing the CST results of students in math intervention from one year to the next.</p>	<p>Supt./Prin., Special Ed. Staff, Teachers. Aug.-Je 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin, Teachers. Aug.-Je 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers Aug.-June 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers. Spring 2012, 2013, 2014, 2015</p> <p>Supt./Prin., Teachers Quarterly, 2012, 2013, 2014, 2015</p> <p>Supt./Prin., Teachers Annually Aug-Je 2012,</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.8 Monitor development and implementation of each site's Rtl<sup>2</sup> Plans.</p> <ul style="list-style-type: none"> <li>Continue to require each site to develop a site specific plan to meet the needs of intervention math students including EL and SWD students based on most recent assessment results including CST, CELDT, and District Benchmarks.</li> <li>Continue to refine district expectations for appropriate Tier II and Tier III math interventions required at sites.</li> <li>Develop a plan to move the special education program of instruction into a push-in or collaborative model.</li> <li>Continue to require the inclusion of special education teacher as a member of grade/course level PLCs and data teams.</li> </ul> <p>9.9 The district will continue to serve special education students through a variety of programs and services that are targeted to students' needs and provide access to standards-based instruction through SBE-approved math adoptions: 1 RSP teacher, 1 State Pre-School, 25 students provided speech services</p> <p>9.12 The district, if directed by state guidelines, will provide Supplemental Education Services at the PI Year 2 schools and above for the lowest performing Title I students assistance in mathematics.</p>	<p>2013, 2014, 2015 Supt./Prin., Teachers Fall 2012, 2013, 2014</p> <p>Supt./Prin., Teachers, Aug-June, 2012-13, 2013-14, 2014-15</p> <p>Supt./Prin., Teachers, Aug-June, 2012-13, 2013-14, 2014-15</p>	<p>Special Ed program and salary State Preschool</p> <p>SES Program</p>	<p>\$23,000 \$56,192 \$99,000</p> <p>\$6,142</p>	<p>State Spec. Ed IDEA Spec. Ed. Child Dev. Fund</p> <p>Title I</p>
<p><b>10. Any additional services tied to student academic needs:</b></p> <p>10.1 Research services to provide additional support to students that foster improved student achievement in mathematics at homework centers and support hotlines.</p> <p>10.2 Investigate the use of Baker secondary students as tutors for elementary students needing help in mathematics.</p> <p>10.3 Provide Paraprofessionals to give additional support during math intervention to regular and special education students.</p>	<p>Supt./Prin., Teachers Fall 2012</p> <p>Supt./Prin. Teachers</p> <p>Paraprofessionals Salaries</p>	<p>NA</p> <p>NA</p> <p>1 Paraprofessional 1 Special Ed. Paraprofessional</p>	<p>\$21,000 4 hrs. \$30,000 6 hrs.</p>	<p>Title I State Spec. Ed.</p>

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

**Analysis:** Baker Valley Unified School District analyzed the AYP and API data to look for trends in the achievement of English Learners (see charts below). In examining the AYP EL students dropped 15.5% points in AYP ELA from 2010 to 2012. The EL subgroup declined in percent proficient/above in AYP ELA from 27.8% in 2010 to 12.3% in 2012, 15.5 percentage points. In math in 2012 the district made AYP for Mathematics through Safe Harbor for districtwide, Hispanic, SED, and EL, all significant subgroups. LEA-wide growth in Mathematics is significant from 25.5% proficient/above in 2010 to 55.5% proficient/above in 2012, 30% (percentage points). These subgroups made significant gains in AYP Mathematics percent proficient/above from 2010 to 2012: Hispanic 31.3%, SED 31.0%, and EL 28.2%.

The 2012 District API rose to 723 gaining 70 points from the 2010 Growth API of 653. The subgroups making the largest gains on API from 2011 to 2012 are the Hispanic subgroup with 29 points and the EL subgroup with 82 points. These subgroups made significant gains in API 2010 to 2012: Hispanic 85 points, SED 90 points, and EL 27 points. Data indicate that the district moved a significant number of students to proficiency in mathematics in 2012 but did not move more students to proficiency in ELA, and the English learners follow that same district trend with stronger achievement in math than ELA. These gains indicate that the district is moving students from a lower performance band on the CST to the next one higher and moving more students including ELs into proficiency in math than in ELA.

**District Response to Meeting the Needs of English Language Learners:**

Based on the analysis outlined above the district has put in place the following actions to support and meet the needs of all English Learners with particular attention to the Intermediate ELs and long term EL students.

In 2011-2012 Baker Valley Unified School District implemented the following strategies and actions from its LEA Plan to focus on raising student achievement in ELA and Mathematics:

4. Created and implemented an EL-targeted intervention plan for the needs of the District's English learners through EL strategies, staff training, and professional development. Progress:
  - Implemented 30 minute ELD period K-6 and ELA/ELD intervention period 7-12
  - Implemented ELA with ELD Program 2 with Macmillan/McGraw-Hill *California Treasures* K-6 and Glencoe/McGraw-Hill *Glencoe Literature California Treasures* 7-12
  - Provided professional development with coaching to support classroom instruction
5. Ensured all teachers are highly qualified in using standards-based materials and research-based strategies to ensure improved student performance in English/Language Arts and Mathematics. Progress:
  - Provided SB 472 professional development for all teachers in ELA and Mathematics in core adoptions
  - Implemented 45 minute Universal Access at grades K-6 for intervention and intervention period at grades 7-12
6. Provided teachers with training in Professional Learning Communities and collaboration so they can analyze the achievement of each student and plan interventions to meet his/her needs. Progress:
  - Trained staff and implemented Online Assessment Reading System (OARS) for data collection and management
  - Implemented 2-hour PLCs with trained teachers through late start Mondays every other week
  - Implemented use of quarter district benchmarks and other short cycle assessments to determine next instructional steps
  - Implemented Mobi Student-Centered Learning Pack system for teacher's immediate assessment of student learning
  - Implemented digital student textbooks for Algebra 1, Geometry, and Algebra 2 including the Common Core State Standards

The evidence used to determine the effectiveness of these strategies includes:

- Made growth on the 2012 Academic Performance Index (API) for districtwide, Hispanic, SED, and EL subgroups.
- Made 2012 AYP for Mathematics through Safe Harbor for districtwide, Hispanic, SED, and EL, all significant subgroups.

### Baker Valley USD AYP and API Comparison 2010 to 2012

English Language Arts	2010 Target % Prof	2010 % Prof	2010 Met AYP?	2011 Target % Prof	2011 % Prof	2011 Met AYP?	2012 Target % Prof	2012 % Prof	2012 Met AYP?	Growth/Decline from 2010	Additional Indicator API 2010-2012	
											2010 Growth	2012 Growth
<b>District Overall</b>	<b>56.0</b>	<b>33.6</b>	<b>No</b>	<b>67.0</b>	<b>39.8</b>	<b>Yes SH</b>	<b>78.0</b>	<b>30.9</b>	<b>No</b>	<b>-2.7</b>	<b>2010 Growth</b>	<b>653</b>
<b>Hispanic</b>		<b>30.1</b>	<b>No</b>		<b>33.8</b>	<b>Yes SH</b>		<b>31.5</b>	<b>No</b>	<b>1.4</b>	<b>2012 Growth</b>	<b>723</b>
White		47.8			68.4			29.4		-18.4		
<b>SED</b>		<b>25.2</b>	<b>No</b>		<b>32.0</b>	<b>Yes SH</b>		<b>26.2</b>	<b>No</b>	<b>1.0</b>	<b>Change</b>	<b>70</b>
English Learners		<b>27.8</b>	<b>Yes/SH</b>		16.3			12.3		-15.5		
SWD			3 students			8 students		13 students				
Mathematics	2010 Target % Prof	2010 % Prof	2010 Met AYP?	2011 Target % Prof	2011 % Prof	2011 Met AYP?	2012 Target	2012 % Prof	2012 Met AYP?	Growth/Decline from 2010	API Change by Subgroup 2010-2012	
											Hispanic	SED
<b>District Overall</b>	<b>56.4</b>	<b>25.5</b>	<b>No</b>	<b>67.3</b>	<b>49.5</b>	<b>Yes SH</b>	<b>78.2</b>	<b>55.5</b>	<b>Yes SH</b>	<b>30.0</b>	<b>Hispanic</b>	<b>85</b>
<b>Hispanic</b>		<b>23.0</b>	<b>No</b>		<b>43.8</b>	<b>Yes SH</b>		<b>54.3</b>	<b>Yes SH</b>	<b>31.3</b>		
White		34.8	No		73.7			64.7		29.2	<b>SED</b>	<b>90</b>
<b>SED</b>		<b>21.5</b>	<b>No</b>		<b>41.3</b>	<b>Yes SH</b>		<b>52.5</b>	<b>Yes SH</b>	<b>31</b>		
English Learners		<b>22.7</b>	<b>Yes/SH</b>		34.9			<b>50.9</b>	<b>Yes SH</b>	<b>28.2</b>	<b>English Learner</b>	<b>27</b>
SWD			3 students			8 students		13 students				

**Bold indicates significant subgroup**

**Baker Valley Unified School District CELDT 2009-2012**

CELDT Performance Level	2009		2010		2011		2012	
	Number of Students	Percent of Students						
<b>Advanced</b>	0	0	0	0	1	2.0%	1	2.0%
<b>Early Advanced</b>	8	14.0%	4	8.0%	7	11.0%	19	29.0%
<b>Intermediate</b>	19	32.0%	19	40.0%	28	44.0%	30	45.0%
<b>Early Intermediate</b>	20	34.0%	15	31.0%	21	33.0%	15	23.0%
<b>Beginning</b>	12	20.0%	10	21.0%	6	10.0%	1	2.0%
<b>Number Tested</b>	59	100%	46	100%	63	100%	66	100%

**Data Analysis**

- The number of English learners tested on CELDT over the last four years has fluctuated from 46 to 66 but has remained approximately the same for the last two years.
- The number of Early Advanced ELs has increased over the last four years, actually doubling 14% to 29%.
- The number of Intermediate ELs has increased over the last four years from 32% to 45% and represents the largest performance group.
- The number of Early Intermediate ELs has decreased from a high of 34% to 2%.
- The number of Beginning ELs has decreased from a high of 20% to 2%.

**The number of EL students reclassified by year**

- 2010-11 27% reclassified, 35% ELs
- 2009-10 32% reclassified, 33% ELs
- 2008-09 18% reclassified, 28% ELs
- 2007-08 20% reclassified, 35% ELs

**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.**

		Description of how the LEA is meeting or plans to meet this requirement.
<b>Required Activities</b>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>1 a. All programs and activities are developed, implemented and monitored to ensure all English Language Learners attain proficiency in grade level standards in ELA and math and develop English language skills. These programs include: <b>Structured English Immersion (SEI)</b> and <b>English Language Mainstream (ELM)</b>. The program is supported by all district teachers who are qualified to teach English Learners. English Learner students are supported by the following:</p> <ul style="list-style-type: none"> <li>• K-6 daily grade level ELA core standards-based lessons aligned MacMillan/McGraw-Hill <i>California Treasures</i> Program 2 (2008).</li> <li>• K-6 daily ELD instruction aligned to the ELA K-6 MacMillan/McGraw-Hill <i>California Treasures</i> Program 2 (2008) for 30 minutes of daily ELD with students grouped by CELDT level.</li> <li>• Grades 7-10 daily ELA instruction using Glencoe McGraw-Hill <i>Glencoe Literature California Treasures</i> Program 2 (2008).</li> <li>• Grades 7-12 <i>Kate Kinsella Scholastic 3D English</i>, a supplemental ELD program for ELs, especially Long Term ELs, designed to ensure proficiency in the "language of school," academic vocabulary, speaking, listening and writing vital to school success.</li> <li>• Monitoring of English Learners' progress is made through analysis of CST, CELDT, district summative and formative assessments including benchmark assessments results given four times per year that are disaggregated by EL subgroup to monitor student progress toward the ELD standards.</li> <li>• Rigor of instruction will be maintained by use of strategies and a professional development initiative focused on Academic Vocabulary.</li> <li>• Monitoring of EL student progress will occur at each site using the district guidelines identifying students in grades 3-12 who have made little progress</li> <li>• Specific goals for EL students are written in each sites' Single Plan for Student Achievement.</li> <li>• Professional development continues to be provided including using the Sheltered Instruction Observation Protocol to assist teachers in better adapting instruction to give EL students access to the curriculum.</li> </ul>

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>b. Describe how the LEA will use the subgrant funds to meet all AMAOs described in Section 3122;</p> <p>c. Describe how the LEA will hold under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>• Meeting the annual described in Section 3122;</li> <li>• Making adequate yearly progress for EL students (Section 1111(b)(2)(B));</li> <li>• Annually measuring the LEP students ] (Section 1111(b)(1);</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency</li> <li>• Academic achievement in the core academic subjects</li> </ul> <p>3. Provide high PD for classroom teachers, principals, admin...</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to use assessment measures, and instruction strategies for LEP students.</li> <li>c. based on scientifically based research the professional development will increase children's English proficiency increasing knowledge, teaching knowledge, and teaching skills;</li> <li>d. Long term effect on teacher's class performance.</li> </ul>	<p><b>2. High quality language instruction</b> is ensured by a variety of monitoring activities by the Superintendent/Principal who routinely visits and observes core and ELD classroom instruction to verify that all English learners are being instructed in the core reading/language arts and mathematics curriculum. The Superintendent/Principal reviews the daily schedule of English learners to verify that they have access to both the core curriculum in English Language Arts (ELA) and to English language development (ELD) instruction. As year-end assessment results are received, they will be disseminated to sites for study. The district provides an accurate and timely school-level assessment and data system (OARS) which supports teachers in their decision-making and monitoring of instruction. The district Superintendent/Principal and staff meet to analyze the data from multiple sources, including API, AYP, and student subgroup data, to ensure that all applicable results can be used to improve student learning and achievement, and determine if EL students met their annual yearly progress goals (based on length of time in the district's language program). The Superintendent/Principal makes an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.</p> <p><b>3. High quality professional development</b> includes a comprehensive standards-based professional development program. Title I and Title II along with district and site funds are used to design a professional development plan that integrates research and scientifically-based theory with high quality instructional practices. Fifty percent 50% of district teachers completed the SB 472 40 hour institute using the current Reading/Language Arts and math adoptions. All teachers need to complete ELPD training. The Superintendent/Principal completed the AB75/430 institute and practicum in the most recent Reading/Language Arts adoptions (MacMillan McGraw-Hill <i>California Treasures</i> program 2 K-6 and Glencoe/McGraw-Hill <i>Glencoe Literature California Treasures</i> program 2 7-10) and Math adoption (Scott Foresman <i>enVision Math</i> K-6, <i>CGP Education Inc. California Mathematics</i> grade 7, <i>Pearson Algebra</i> 1 grade 8). Additionally, teachers are responsible for the implementation of EL programs including principles of second language acquisition. Supplemental instruction is provided to grades 7-12 students using the <i>Kate Kinsella Scholastic 3D English</i> program. The content of the professional development plan will include the development of:</p> <ul style="list-style-type: none"> <li>• ELPD training for all teachers and the superintendent/principal.</li> <li>• Ability to design and implement differentiated, standards-based instruction in all academic areas along with strategies to identify potential interference between the primary language and English.</li> <li>• Scientifically-based, research-based best practices for reading comprehension.</li> <li>• Ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking.</li> <li>• Understanding the role of assessment in guiding and evaluating instructional and programmatic practices and the ability to design and implement formal and informal assessment.</li> <li>• Knowledge of meta-cognitive and meta-linguistic skills to teach EL students.</li> <li>• Ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p><b><u>Yes</u> or No</b></p> <p>Baker Valley Unified School District does not receive Title III fund, Migrant Ed funds or Immigrant funds. General, Title I and EIA-Comp Ed support all students including ELs.</p>	<p><b>If yes, describe:</b></p> <p>4. To ensure an effective instructional program for the districts English Learners Baker Valley Unified School District under the direction of the Superintendent/ Principal and implemented by the district staff will:</p> <ul style="list-style-type: none"> <li>• Purchase and implement <i>Kinsella Scholastic 3D English</i> supplementary materials for ELD.</li> <li>• Fully implement the MacMillan <i>CA. Treasures</i> program 2 K-6 and Glencoe <i>Literature CA. Treasures</i> program 2 7-12 with ELD.</li> <li>• Review local standards-based assessments disaggregated for ELs.</li> <li>• Review disaggregated data on CST, CELDT, and CAHSEE.</li> <li>• Evaluate EL student progress on CELDT annually.</li> <li>• Determine the efficacy of programs for EL students.</li> <li>• Ensure an explicit, systematic ELD instruction is taught daily according to students' English language proficiency level.</li> <li>• Train staff in <i>Kinsella Scholastic 3D English</i> ELD program for grades 7-12.</li> <li>• Train staff in Academic Vocabulary instruction.</li> <li>• Closely monitor EL student progress.</li> <li>• Identify formative and summative assessments for ELD to monitor EL student progress in ELA and ELD.</li> </ul>
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p><b><u>Yes</u> or No</b></p>	<p><b>If yes, describe:</b></p> <p>5. Both strategic and intensive intervention time will be provided to all students including ELs in RLA and math. In addition a major component of the intervention process is the careful identification of both the students and the targeted areas of identified need. The district will institute a process through which students who meet the following criteria will be identified for additional intervention support: student is in grades 3-12; have been in a U.S. district for three or more years; are at CELDT 1 or 2; have a CST performance band of Far Below or Below Basic. These students will be provided a Catch-up Plan and will be monitored by the district and site staff for a maximum of two years. As part of the school's intervention process, after the additional attention and support that the student has received he/she is still not making the necessary academic gains, consideration will be given to recommending the student to the site SST.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b><u>Yes</u> or No</b>	<b>If yes, describe:</b> 6. Baker Valley Unified School District does not receive Title III, Migrant or Immigrant funds. The instructional support and services for EL students will be coordinated with the Title I funds, EIA funds and general funds and the staff development provided by San Bernardino County Superintendent of Schools (SBCSS) and private educational consultant providers for professional development for the staff in effective programs of instruction for English learners.
	7. Improve the English proficiency and academic achievement of LEP children.	<b><u>Yes</u> or No</b>	<b>If yes, describe:</b> 7. The district identifies interventions and supplemental services to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. This is supported by the collaboration and coordination with district programs and related services for staff development provided by SBCSS. Students are provided with targeted instruction in vocabulary through a comprehensive program that incorporates both direct and indirect approaches to lexical development. The goals of this program are to support the success of the EL students in the regular instructional program. EIA and Title I funds are coordinated with the above district programs in a supplemental manner.
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b><u>Yes</u> or No</b>	<b>If yes, describe:</b> 8. Parents and community members participate in regular and ongoing site and district programs designed to improve literacy for parents and to better help parents in assisting their children. Site ELAC, district DELAC and SSC meetings involve parents in decision making procedures to benefit their children. Translation of information and materials in the parent's primary language contribute to the sense of belonging and success of the meetings. Childcare enables a higher percentage of parents to be involved. School sites will individualize parent education classes to meet identified parent needs by site.

		Description of how the LEA is meeting or plans to meet this requirement.	
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs.</li> </ul>	<b><u>Yes or No</u></b>	<p><b>If yes, describe:</b></p> <p>9. Use of state, district, and school funds are used to ensure that all classes have a teacher laptop, an ELMO projector, and student responders that enable teachers to share pictures, real-time information, textbooks, and provide interactive opportunities for ELs in every class to make content more comprehensible. Three classes have Promethean Boards. Use of computer labs allows for additional ELD support. The use of OARS enables all teachers and administrators access to student data information. The data allow classroom teachers to plan for appropriate instruction in meeting the needs of the LEP students.</p>
	<p>10. Other activities consistent with Title III</p>	<b><u>Yes or No</u></b>	<p><b>If yes, describe:</b></p> <p>10. Baker Valley USD regular staff collaborates with special education teachers to identify alternative assessments to the CELDT. District guidelines call for a special education teacher to be a member of site data teams to ensure that EL SWD students are appropriately served. EL student data from summative and formative assessments are disaggregated and analyzed in order to adjust instruction to best meet each student's instructional needs in ELA/ELD and math.</p>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> </ul>	<p><b>Parent Notification:</b>            Upon registration of their child, and annually thereafter, parents will receive a written in English and Spanish explanation of the following information:</p> <ul style="list-style-type: none"> <li>a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response and score on initial CELDT test).</li> <li>b. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement i.e. California Standards Test, GPA, and/or other district assessments.</li> <li>c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and use of English and a native language in instruction. In addition, benchmarks and yearly goals will be explained so that parents can monitor progress towards these goals.</li> <li>d. How this program is designed to meet the needs of the child (design based on FPM requirements, research, and past successful experiences).</li> <li>e. How such programs will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation.</li> <li>f. The specific exit requirements for such programs, redesignation criteria, and the expected rate of transition from such programs into classrooms that are not tailored for limited English proficient children.</li> <li>g. In the case of a child with a disability, how such programs meet the objectives of the individualized education program of the child.</li> <li>h. Information pertaining to parental rights that includes written guidance detailing right to an English only program, right to remove child from SEI or Bilingual Program, right to decline or chose among the district program options.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p> <p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the IEP of the child;</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <p>i the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>ii the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</p> <p>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.</p>	<p>At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction. The district provides full written descriptions of the educational program choices and of all the educational opportunities available to the student. Staff is available to communicate orally upon parent request. When an identified EL enrolls, the school informs the parents about their child's placement in an English classroom and their right to an alternative program.</p> <p>The LEA provides program information at time of initial enrollment. When initial testing is completed, parents receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at four intervals during the year, and parents are informed in writing of their child's scores (report cards) along with any changes in program or classification.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual staff is available to provide assistance to parents with concerns or questions.</p>
	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Parents of all continuing K-12 students are notified of their child's program placement once a year. New students enrolled after beginning of year receive a letter explaining the program placement of their child no later than 30 days after the beginning of school. Letters are translated as required by law.</p>
	<p><b>LEA Parent Notification Failure to Make Progress</b> 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.</p>	<p>When the District or site fails to make its AYP, all parents of English Learners are notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. The letter informs the parents of the failure to meet AYP and their option to choose another school in the district.</p>

**Plans to Provide Services for Immigrants**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>  Baker Valley Unified School District does not receive Title III Funds.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
	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.	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>  Baker Valley Unified School District does not receive Title III Funds.
	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:	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>  .
Allowable Activities	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:	<b>Yes or <u>No</u></b>	<b>If yes, describe:</b>  .

**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]**

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• 100% of teachers are Highly Qualified.</li> <li>• 100% of teachers are credentialed to teach English Learners.</li> <li>• Professional development for site administrator and teachers to use OARS for data analysis in PLCs to modify instruction and implement intervention strategy.</li> <li>• Common Formative Assessment Training.</li> <li>• Training in Professional Learning Communities process and implementation.</li> <li>• PLCs held twice monthly for 90 minutes as part of the teacher workday.</li> <li>• Support to teachers to implement ELA and math adoptions.</li> <li>• 50% K-6 teachers' completion of 40 hours of RLA and 40 hours of Math AB466/SB472 professional development.</li> <li>• 50% 7-12 teachers' completion of 40 hours of RLA and 40 hours of Math AB466/SB472 professional development.</li> <li>• 100% of the principal completed the three modules of AB430.</li> <li>• Participation in Riverside, Mono, Inyo, San Bernardino (RIMS) BTSA to train new teachers.</li> <li>• Accessibility of professional development partners: Karen Fagan Associates, Pivot Learning, SBCSS, Solution Tree, RIMS-BTSA, and Desert Mountain SELPA.</li> </ul>	<p>Based on results from the APS Interview administered this year, a survey of site teachers and principal, and parent input, additional district wide professional development with initial training, follow-up coaching support, and monitoring is needed in these areas:</p> <ul style="list-style-type: none"> <li>• Improved Instruction for English Learners</li> <li>• Scaffolded Instruction</li> <li>• Differentiated Instruction during Universal Access time</li> <li>• Reading intervention</li> <li>• K-12 Common Core State Standards (CCSS) for teachers and administrators</li> <li>• Requirement of the 40-hour instructional materials-based professional development programs for new untrained elementary and secondary teachers in mathematics.</li> <li>• Require the 40-hour instructional materials-based professional development programs for new untrained elementary and secondary teachers in E/RLA as funds are available.</li> </ul>

**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)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>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:</b></p> <p>BVUSD professional development activities are all aligned to state academic grade level content standards. Professional development activities are based on California State Frameworks, STAR Blueprints including Standards Based Planning, and Released CST Questions. Planned professional development:</p> <ul style="list-style-type: none"> <li>• 40-hour instructional materials-based professional development programs for any new, untrained teachers and principals in ELA as funds are available.</li> <li>• 40-hour instructional materials-based professional development programs for any, new untrained teachers and principals in Mathematics.</li> <li>• Using strategies to provide greater access to grade level standards for ELs and SWDs through explicit direct instruction and use of the SIOP model.</li> <li>• Continue ongoing training to analyze student achievement data from state assessments and district formative assessments, plan appropriate instructional response and interventions using adopted programs and set goals for grade and content level teams to increase student mastery of standards.</li> <li>• Introduce Common Core State Standards to district administrators and teachers and develop district plan for implementation.</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools (SBCSS), Solution Tree through SBCSS, Pivot Learning Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract</p>	<p>\$10,000  \$13,392</p>	<p>Title II  Title II</p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Align all sites’ SPSAs and professional development plans outlining</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of</p>	<p>SBCSS Training Contract Pivot Learning Contract</p>	<p>\$10,000  \$13,392</p>	<p>Title II  Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>activities during collaborative time using research-based instructional strategies and effective schools research (Marzano, Reeves, DuFour, Stiggins, and Elmore).</p> <ul style="list-style-type: none"> <li>• Incorporate the Professional Learning Community elements into all professional development to focus on student learning, collaboration and collective inquiry, use of data analysis to identify appropriate response to student learning, and leadership capacity building.</li> <li>• Provide professional development that supports collaboration across grade levels and school sites with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials.</li> <li>• Provide additional professional development for teachers by incorporating follow-up classroom support and coaching through specialists for ELA, math, English Learners, and special education.</li> </ul>	<p>Schools, (SBCSS) Pivot Learning Desert Mountain SELPA Aug.-June, 2012-13, 2013-14, 2014-15</p>			
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Continue to implement the system of accountability for classroom instruction through district twice weekly Supt./Prin. classroom visits using a classroom observation checklist.</li> <li>• Use an analysis of the student data from district benchmarks to plan district and site professional development for specific grade-levels, departments, or school site teams on topics identified as having low proficiency.</li> <li>• Disaggregate district and school site data from OARS by subgroup and identify high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and implement site action plans (Response to Intervention) as a component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap.</li> <li>• Continue use of twice monthly PLCs and data teams of grade or course level teachers to analyze formative student data from</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools, (SBCSS) Pivot Learning, Desert Mountain SELPA Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract OARS Contract Printing</p>	<p>\$10,000  \$13,392  \$2,000 \$1,000</p>	<p>Title II  Title II  Title I General Funds</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>standards-based district benchmarks and common assessments to determine an effective instructional response and intervention for students not achieving.</p> <ul style="list-style-type: none"> <li>Continue to provide professional development to Supt./Prin. in Rtl<sup>2</sup> so that they can lead staff in developing and implementing a system of Preventions and Interventions to support all learners, especially English Learners and students with disabilities.</li> <li>Provide training for principals in how to monitor instructional programs for SWDs and how to facilitate expansion of service for SWDs through the collaborative model.</li> </ul>				
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>Collaborate on the design and content of all training activities, including those through SBCSS, Desert Mountain SELPA, Pivot Learning, and Riverside, Mono, Inyo, San Bernardino (RIMS) BTSA so that they are researched-based and provide follow-up support.</li> <li>Use the Single Plan for Student Achievement as the sites' work plans for coordinating programs from all funding sources based on alignment to needs of students and teachers.</li> <li>Monitor the yearly site professional development plans and calendars for alignment to the district LEA Plan.</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools, (SBCSS) Pivot Learning Desert Mountain SELPA RIMS-BTSA Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract RIMS-BTSA Contract</p>	<p>\$10,000  \$13,392  \$6,025</p>	<p>Title II  Title II  BTSA</p>
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>Administer the Academic Program Survey at sites, collect data by Essential Program Component, and determine what the needs are for professional development for district and sites according to level of implementation rating.</li> <li>Use the Supt./Prin. walk-throughs to plan district and site professional development for specific grade-levels, departments, or school site teams on topics identified as minimally implemented.</li> <li>Use an analysis of the student data from district benchmarks to plan</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools, (SBCSS) Pivot Learning Desert Mountain SELPA RIMS-BTSA Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract RIMS-BTSA Contract</p>	<p>\$10,000  \$13,392  \$6,025</p>	<p>Title II  Title II  BTSA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>district and site professional development for specific grade-levels, departments, or school site teams on topics identified as having low proficiency.</p> <ul style="list-style-type: none"> <li>Survey teachers and the principal annually to identify the areas in which they need training in order to provide the instruction and leadership to improve the achievement of English Learners, Students with Disabilities, and other high priority students.</li> <li>Provide BTSA professional development activities for any new teachers to the district's teacher induction program and align the training with the California Standards for the Teaching Profession and the California Formative Assessment and Support System for Teachers.</li> </ul>				
<p><b>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</b></p> <ul style="list-style-type: none"> <li>Continue to provide campus-wide wire-less technology as a critical tool for delivering the core curriculum. Continue to provide every classroom in the District with between one to five Internet-connected and multimedia-ready computers.</li> <li>Continue to provide the District at two computer labs with multi-media ready, Internet connected stations with software to use for word processing, spreadsheets, presentations, and Internet research.</li> <li>Continue to support use of the mobile computer lab for classroom Internet access for research.</li> <li>Continue to provide classrooms the Mobi Computer Learning Pack and student responders.</li> <li>Continue to provide and build student use of digital texts as with the Pearson <i>iBook 2 Algebra 1, Geometry, and Algebra 2</i>.</li> <li>Continue to expand use of the <i>Nook Readers</i> to promote student independent reading.</li> <li>Continue to provide classrooms with Promethean Boards to further support ELs and SWDs.</li> </ul>	<p>Superintendent/ Principal, Teachers, Technology Consultant Library/Media Clerk Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>Tech. support contract</p> <p>Nook Readers</p> <p>Library/Media Clerk</p>	<p>\$6,000</p> <p>@\$200 per unit \$10,000</p> <p>\$11,600</p>	<p>Title II EETT</p> <p>Title II EETT</p> <p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Continue to provide every teacher with a wireless enabled laptop and an ELMO document camera to support their work with increasing student achievement.</li> <li>Continue to support the technology for the ROP courses.</li> <li>Continue to support the Mandarin book inventory management system.</li> </ul>				
<p>7. <b>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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</b></p> <ul style="list-style-type: none"> <li>Ensure that all students have access to a rigorous core curriculum through the use of technology that reinforces oral and written language using thinking strategies and organizational skills. The state-approved language arts and mathematics programs adopted by the district in grades K-12 includes technology to help students meet or exceed the standards for their grade level.</li> <li>Provide teachers with the technology components of the core ELA adoptions: audio CDs, test generator software, lesson planners, teaching transparencies, DVD or VHS interactive content clips. All classroom teachers have additional professional development in the use of technology software from the adopted core curriculum.</li> <li>Provide training to implement district initiatives for expansion of technology to increase student mastery of the ELA grade level standards.</li> <li>Train teachers to create interactive technology oriented lessons to provide integration of Promethean Boards, technology software, and use text-referenced websites for research and interactive support.</li> <li>Continue to ensure that all students including SWD students have equitable access to appropriate technology tools, including assistive technology as need for student individual education plans.</li> <li>Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate</li> </ul>	<p>Superintendent/ Principal, Teachers, Technology Consultant Library/Media Clerk OARS Trainers Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>Tech. support contract  Library/Media Clerk salary  OARS Contract</p>	<p>\$6,000  \$11,600  \$2,000</p>	<p>Title II EETT  General Fund  Title I</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>response systems and digital cameras.</p> <ul style="list-style-type: none"> <li>• Use District and school websites that link the larger community to the classrooms while providing schedules, programs and resource information.</li> <li>• Continue to provide administrators and teachers with the Online Assessment Reporting System (OARS) to scan and manage assessment data, develop student data reports, and use this information for data analysis. These reports allow staff to monitor program effectiveness, student mastery of reading standards, and alignment of assessments and materials to standards. Teachers use these reports in grade level collaboration to organize student intervention groups by standard and skill needed.</li> </ul>				
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Use an analysis of the classroom walk-throughs to plan district and site professional development for specific grade-levels, departments, or school site teams on district expectations identified as minimally implemented.</li> <li>• Survey teachers, paraprofessionals, other school personnel to identify school site and personal needs.</li> <li>• Conduct focus groups with teachers and principal to gain input for professional development planning.</li> <li>• Discuss professional development needs with teachers, School Site Councils, English Learner Advisory Committee, and other parent groups.</li> <li>• Provide ongoing opportunities for parents to advise and collaborate with the district by participating in groups, which include District English Learner Advisory Committee.</li> <li>• Continue to give parents and the community opportunities to provide input into a number of issues including but not limited to the following: development of the district LEA Plan; development of a district master plan for programs and services for ELs; SSC development of each school sites Single Plan for Student Achievement; development of a district-wide needs assessment</li> </ul>	<p>Superintendent/ Principal, Teachers, Paraprofessionals, Classified Staff Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>NA  NA  NA  NA  NA</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
school-by school; establishment of district program, goals, and objectives for programs and services for English learners; Title I Parent Survey at Title I sites.				
<p><b>9. How the LEA will provide training to enable teachers to:</b></p> <ul style="list-style-type: none"> <li>□ <b>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;</b></li> <li>□ <b>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</b></li> <li>□ <b>Involve parents in their child’s education; and</b></li> <li>□ <b>Understand and use data and assessments to improve classroom practice and student learning.</b></li> </ul> <ul style="list-style-type: none"> <li>• Provide professional development to support full implementation of ELA and ELD instruction including monitoring student progress in attaining grade level ELA standards and CELDT level ELD growth.</li> <li>• Provide professional development to site Supt./Prin. to effectively supervise implementation of research-based instructional strategies for English Learners, Students with Disabilities, and other high priority students.</li> <li>• Train principal and staff how to implement an Rtl system.</li> <li>• Develop a self-study process for the school sites to examine how they currently provide targeted academic and behavioral intervention/support for students, including on-going monitoring. The results of the study will identify which components of Response to Intervention (RtI2) are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented.</li> <li>• Regularly communicate in both English and Spanish with parents regarding student attendance, behavior, and academic progress. Promote outreach to parents through numerous site and district level with meetings including parent workshops, School Site Councils (SSC), English Learner Advisory councils (ELAC), District English Learner Advisory Council (DELAC), and Preschool &amp; Childcare</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools, (SBCSS) Pivot Learning Desert Mountain SELPA Karen Fagan Associates RIMS-BTSA Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract RIMS-BTSA Contract Karen Fagan Associates Contract OARS Contract</p>	<p>\$10,000  \$13,392 \$6,025 \$55,000 \$2,000</p>	<p>Title II  Title II BTSA PI Funds  Title I</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Advisory Committee.</p> <ul style="list-style-type: none"> <li>• Provide parents of Students with Disabilities materials and training to help parents work with their children to improve literacy. These parents will also meet annually with their child's teacher(s) and site administrator to review student progress and update the IEP.</li> <li>• Provide programs for students transitioning to Kindergarten from State Preschool.</li> <li>• Provide a plan and timeline for transition to Kindergarten; train staff to implement the plan; coordinate efforts with Kindergarten teachers; provide special education students services for Speech/Language, Occupational Therapy and Adaptive PE; and facilitate transition of special needs students.</li> <li>• Provide outreach for parents and connection to community services.</li> <li>• Continue to train all staff in PLCs and data teams of grade or course level teachers to analyze formative student data from standards-based district benchmarks and common assessments to determine an effective instructional response and intervention for students not achieving.</li> </ul>				
<p><b>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</b></p> <p>To maintain its 100% Highly Qualified Teacher status, Baker Valley Unified School District will continue to employ recruitment and retention strategies such as:</p> <ul style="list-style-type: none"> <li>• Beginning Teacher Support and Assessment (RIMS-BTSA)</li> <li>• Staff Development for RLA/ELD and math adoptions</li> <li>• Professional development for using the SIOP model and direct instruction</li> <li>• Professional Learning Communities meeting twice monthly for 90 minutes</li> <li>• Credit for prior years of teacher service</li> <li>• Reimbursement for teachers' costs of course work and tests (CTEL) for additional credentialing or authorization necessary for assignment</li> </ul>	<p>Superintendent/ Principal, Teachers San Bernardino County Superintendent of Schools, (SBCSS) Pivot Learning Desert Mountain SELPA RIMS-BTSA Aug.-June, 2012-13, 2013-14, 2014-15</p>	<p>SBCSS Training Contract Pivot Learning Contract RIMS-BTSA Contract OARS Contract</p>	<p>\$10,000  \$13,392  \$6,025  \$2,000</p>	<p>Title II  Title II  BTSA  Title I</p>

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

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• The Student and Parent Handbook and a variety of monthly newsletters inform all stake holders of discipline related education codes, district/school rules and procedures.</li> <li>• Parents can access a range of needed school information on the district website for registration/enrollment, bell schedule, calendar, lunch menu, bus schedule, and teacher contact.</li> <li>• Parents can access school information through the district and teacher Facebook pages.</li> <li>• All schools have developed a state mandated safe school plan that follows state guidelines and is reviewed and revised annually.</li> <li>• There is a clear set of emergency procedures and opportunities for practice drills.</li> <li>• District provides staff development that addresses topics, such as, CPR/First Aid training, crisis management and conflict resolution.</li> <li>• All schools have developed proactive student discipline plans and student attendance plans to reduce disciplinary actions.</li> <li>• The Student Study Team process addresses student academic and behavioral needs.</li> <li>• There is a comprehensive district Wellness Policy posted on the district website.</li> <li>• There are Board policies regarding anti-bullying, preventing sexual harassment, and promoting positive attendance.</li> <li>• A system is in place to identify truancy and provide early intervention.</li> <li>• San Bernardino County Sherriff deputies residing at the Baker substation assist the district in promoting a safe environment.</li> <li>• Principal, teachers, and classified staff provide a variety of everyday services to students in a proactive manner to promote safe learning environments.</li> <li>• A variety of academic safety net programs such as after school tutoring and intensive instruction provide academic support for students in need.</li> <li>• Student Government at the secondary site provides students with the opportunity to lead at the student level.</li> <li>• Athletic programs for boys and girls provide an opportunity to compete with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The Wellness Policy needs to incorporate resiliency factors (particularly positive youth development) and should be aligned with effective approaches to create positive learning environments.</li> <li>• All staff should have awareness training and education regarding bullying and sexual harassment, so a consistent approach is applied with regard to disciplinary actions.</li> <li>• A district plan for sites is needed for alternatives to suspension and incentives for students to participate in safety intervention programs.</li> </ul>

**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.

<b>ACTIVITIES</b>
<p>The district will continue to outreach within the community and school sites by continuing to provide and be partnership in the following programs:</p> <ul style="list-style-type: none"> <li>National Red Ribbon Week</li> <li>Comprehensive Safe School Plan</li> <li>Parent Involvement Activities</li> </ul> <p>The district will continue to provide outreach/community resources to families of students who are truant and/or have behavior/discipline problems through the services of the San Bernardino County Superintendent of Schools, San Bernardino County Office of Children Services, San Bernardino Children’s Network, and High Desert Partnership for Kids.</p>

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

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

<b>STRENGTHS</b>	<b>NEEDS</b>
<ul style="list-style-type: none"> <li>• A safe school plan has been created at each site.</li> <li>• Collaborating with CWA, RUSD provides a truancy intervention program of four weeks designed to address parent and student concerns related to truancy and other at risk behaviors.</li> <li>• School sites have activities that promote healthy choices and foster youth development.</li> <li>• School staff works directly with San Bernardino County Sherriff deputies at the Baker substation where deputies are in residence providing law enforcement services and community involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to consistently provide early intervention and ongoing services to students and their families.</li> <li>• Parents need to be more involved at the school level in the areas of prevention and intervention.</li> <li>• The buy-in for teachers to integrate ATOD issues into their curriculum needs to be improved.</li> <li>• Continued communication with parent groups is needed to raise awareness of prevention and intervention programs and strategies available, through the district.</li> <li>• Ongoing staff development offerings and in-service training needs to be consistently implemented across the district at all sites.</li> </ul>

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Baseline Data	Biennial Goal (Performance Indicator)
<p><b>The Baker Valley Unified School District has not recently administered the California Healthy Kids Survey.</b></p> <p>The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> % 7<sup>th</sup> %</p>	<p>5<sup>th</sup> % 7<sup>th</sup> %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>
<p>The percentage of students that have used marijuana will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> % 7<sup>th</sup> %</p>	<p>5<sup>th</sup> % 7<sup>th</sup> %</p>
<p>The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>
<p>The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>.5%</u> from the current LEA rate shown here.</p> <p>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.</p>	<p><b>4.86%</b> <b>2010-2011</b> <b>CDE</b> <b>DataQuest</b></p>	<p><b>4.3%</b> <b>2011-2012</b></p>
<p><b>Protective Factors</b> <b>Performance Measures</b> <b>from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> <b>4/1/10</b>  <b>Baseline Data</b></p>	<p><b>Biennial Goal</b> <b>(Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>	<p>5<sup>th</sup> % 7<sup>th</sup> % 9<sup>th</sup> % 11<sup>th</sup> %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> % 7 <sup>th</sup> % 9 <sup>th</sup> % 11 <sup>th</sup> %	5 <sup>th</sup> % 7 <sup>th</sup> % 9 <sup>th</sup> % 11 <sup>th</sup> %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> % 7 <sup>th</sup> % 9 <sup>th</sup> % 11 <sup>th</sup> %	5 <sup>th</sup> % 7 <sup>th</sup> % 9 <sup>th</sup> % 11 <sup>th</sup> %

**Other Performance Measures**

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

<b>LEA Specified Performance Measures</b> <hr/> <b>NA</b> <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>

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

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

Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs/Too Good for Violence	ATODV	K-8	132	10/2008	11/2008	12/2008
Too Good for Drugs/Too Good for Violence	ATODV	9-12	59	10/2008	11/2008	12/2008

**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.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs	Violence Prevention	K-6
X	Conflict Mediation/Resolution	Violence Prevention	7-12
X	Early Intervention and Counseling	Violence Prevention	PK-12
X	Environmental Strategies	Violence Prevention	7-12
X	Family and Community Collaboration	ATODV	PK-12
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	ATODV	K-12
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	PK-12
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV	K-12
	Tobacco-Use Cessations		
Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development, Caring Schools, Caring Classrooms		
X	Other Activities: Red Ribbon activities, K-12 participation in San Bernardino County – book makers, poster contests, essay contests	ATODV	PK- 12

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

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

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

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

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

The District selected and implemented Too Good for Drugs and Too Good for Violence (TGFD/TGFV) as a district-wide program during the 2008-2009 school year and has continued it through the 2011-2012 school year. This K-12 curriculum is a scientifically-based drug prevention curriculum which addresses alcohol, tobacco, marijuana, inhalant use and violence. It uses a social influences approach emphasizing critical thinking about media and peer influences, resistance skills, accurate information about consequences of drug use, benefits of not using drugs, and alternatives to drug use.

The CHKS has not been administered recently but the district will administer it in spring of 2013-14 when it is next available.

**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.

When the District administers the CHKS, it will analyze the results from the California Healthy Kids Survey (CHKS). An evaluation of the results will be presented to the board of trustees. The results are then available to site and district councils, parent groups, students, and staff. The district provides access to the information annually. Specific strengths and needs are reviewed at staff meetings and are used for decisions-making to improve programs.

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

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

The California Healthy Kids Survey will be conducted every other year as mandated. CHKS results will be presented at the board of trustees meeting and staff meetings to share with parents and secondary students. Information on the results is reported out via presentations to elementary and secondary staffs. Trends in suspensions and expulsions are reviewed annually by staff and reported to the board of trustees and staff.

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

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

Baker Valley Unified School District believes that any student may be at risk at any time. The following services are provided for all students with the greatest needs:

- ~ Immediate identification and intervention services with staff from District and community-based organization are available.
- ~ Community liaisons such as San Bernardino County Sherriff deputies are available for high-risk families.
- ~ Access to after school programs and activities that focus on academic tutoring, mentoring, and opportunities to participate in nonacademic, creative, athletic activities, and various community-based activities are available to students.
- ~ San Bernardino County Superintendent of Schools provide school services to assess and refer students for medical and social services.
- ~ All efforts will be made so all students will have access to services.
- ~ All students have access to site interventions and a student study team (SST) as needed. In addition, the process for offering services to targeted grade levels at specific school is based on a needs assessment. This needs assessment involves reviewing the truancy (attendance) rate, biennial CHKS report, and suspension/expulsion rates.
- ~ The Desert Mountain SELPA provides the district additional assistance in delivering services to Students with Disabilities.

**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.

The District SDFSC program is coordinated with other prevention programs with the initial emphasis on meeting NCLB Performance Goal 4 for students, parents, community, and teachers. District wide implementation of effective prevention services include staff development training on research-based curriculum and materials and community-based resources for ATODV prevention programs. SDFSC-coordinated programs include teachers, representatives from San Bernardino Public Health Department, law enforcement officers (school resource officer, juvenile probation staff), and other community-based prevention organizations.

**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.

Parents and guardians are invited to be involved at multiple levels, such as planning, and developing programs, providing valuable volunteer services in the classroom, participation in School Site Council (SSC), ELAC/DLAC, and attending various District meetings. Parents/guardians are recruited from a diverse ethnic mix and various socioeconomic groups to represent the above committees. Many parents are also members of the School Site Council and review the site safety plan annually. Safe School notification procedures are in place and the parents receive this information in a timely manner.

Parent involvement activities include the coordination of other advisory groups which meet and include community, parents, and District teachers/staff. Other district wide parent meetings include planning and implementing strategies for parent/community volunteers in the school through Back-to-School Night, parent trainings, and parent conferences.

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

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

The School Readiness Teen Parent Program funded by First Five San Bernardino County assists pregnant and parenting teens in BVUSD to complete their high school education. Services include prenatal counseling as well as childcare for newborns, infants, and toddlers of teens attending school.

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

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

<i>Position/Title</i>	<i>Full time equivalent</i>
NA	

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

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

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

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	1. Develop a four year graduation plan upon enrollment for all high school students.	All incoming students in grades 9 – 12	Annually Sept.-Oct. 2012-2014 Principal High School Teachers	Increase graduation rate to 90% by the year 2014 Compare enrollment records with student request report to verify completion of a four year plan upon enrollment	General Fund
	2. Identify specific students by grade level that are at risk of not graduating due to one or more of the following criteria: <ul style="list-style-type: none"> <li>Failed Algebra I</li> <li>Credit Deficient</li> <li>Failed one or more core classes in one semester</li> <li>Failed the ELA and/or Mathematics section of the CAHSEE</li> </ul>	Specific students in grades 9 – 12 meeting one or more of the identified criteria	Bi-annually at the end of each semester 2012-2014 Principal High School Teachers	Increase graduation rate to 90% by the year 2014. Decrease the number of students in each identified area per semester	General Fund
	3. Review and update the four year graduation plan for all high school students.	All currently enrolled students in grades 9 – 12	Annually Oct.-March 2012-2014 High School Teachers Principal	Review teacher logs to verify all students were met with on an annual basis	General Fund
	4. Provide specially designed support classes, tutoring, interventions, and classes targeted at students not passing the	Specific students identified through the school's data	Aug-May 2012-2014 Principal High School Teachers	Increase the number of students passing the CAHSEE and	General Fund

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	CAHSEE.	and CAHSEE results		decrease number of students enrolled in the specially designed classes	
	5. Provide CAHSEE intervention courses in both ELA and Math for elective credit during the regular school day targeted at specific standards identified from assessment results.	Specific students identified through the school's data dashboard and CAHSEE results	Bi-Annually 2012-2014 Principal High School Teachers	Increase the number of students passing the CAHSEE and decrease the number of students enrolled in CAHSEE Intervention	General Fund
	6. Provide tiered support and intervention classes in ELA and Math at the junior and high school level through data analysis, student placement, and master schedule development.	Specific students in grades 6 – 12 identified as at risk of failing ELA and/or Math	Aug-May 2012-2014 Principal Jr. and High School Teachers	Increase the percentage of students scoring proficient on quarterly benchmark exams and decrease the number of students enrolled in support and intervention	Title I EIA General Fund
	7. Hold high school principal responsible for their schools' submission of data to CDE.	All students in 9 <sup>th</sup> to 12	Aug-May 2012-2014 Principal	Increase high school and district graduation rates	General Fund
	8. Implement internal procedures which will ensure that the school's information is accurate and submitted to CDE in a timely manner.	All students in 9 <sup>th</sup> to 12	Aug-May 2012-2014 Principal	Increase high school and district graduation rate	General Fund
9. Provide at least two annual parent workshops regarding the district graduation requirements	Targeted at 8 <sup>th</sup> and 9 <sup>th</sup> grade students	Fall 2012-2014 Annual Parent Summit Spring 2012-	Increase the number of parents attending the	General Fund	

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	and requirements for meeting A-G.		2014 College Board Workshop Principal Jr./High School Teachers	annual workshops	
	10. Hold high school principal responsible for reducing their schools' dropout rate, increasing graduation rates and increasing the number and percentage of high school students enrolled in UC/CSU approved A-G courses.	All students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	Aug-May 2012-2014 Principal	Increase each high school and district graduation rate.	General Fund
	11. Increase the percentage of seniors who actually complete their A-G requirements as part of the annual principal evaluation process.	12 <sup>th</sup> grade students	May 2013-2014 High School Teachers Principals	Increase each high school and the district's graduation rate	General Fund
<b>5.2 (Dropouts)</b>	1. Enrollment in Riverside Virtual High School for credit recovery for credit deficient students.	Specific students in grades 9 – 12 identified as credit deficient	Bi-annually at the end of each semester 2012-2014 Principal High School Teachers	Decrease the number of students that are identified as credit deficient	General Fund
	2. Consistent use and completion of the Non-Grad Plan to assist at risk students in identifying options available to graduate from high school.	Specific students in grades 9 – 12 identified as credit deficient	Bi-annually at the end of each semester 2012-2014 Principal High School Teachers	Decrease the number of students that are identified as drops outs	General Fund
	3. Referral to an alternative education programs which may include: <ul style="list-style-type: none"> <li>• Adult School</li> <li>• Riverside Virtual School for credit recovery</li> </ul>	Specific students in grades 11–12 identified through	Bi-annually at the end of each semester 2012-2014 Principal High School Teachers	Decrease the number of students that are identified as drops outs	General Fund

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.3 (Advanced Placement)</b>	1. Develop a comprehensive master schedule to maximize student access to Advanced Placement courses through the Riverside Virtual School.	All potential AP students in grades 9 – 12	March 2012-2014 High School Principals High School Teachers	Increase the number of students taking AP classes on an annual basis	General Fund
	2. Outline specific placement criteria at the junior high level to identify potential Advanced Placement students.	All potential AP students in grades 6 – 8	Oct-May 2012-2014 Principal Junior/High Teachers	Increase the number of grade students taking an AP course	General Fund
	3. Incorporate information regarding Advanced Placement opportunities into existing parent meetings at the elementary and junior high school level.	All students in grades K - 8	May 2012-2014 Principals Teachers	Increase the number of students in enrolled an AP course	General Fund
	4. Provide PSAT testing and fee waivers to all 10 <sup>th</sup> grade students to identify students capable of meeting the increased rigor of AP classes.	All 10 <sup>th</sup> Grade students	Oct. 2012-2014 Principal High School Teachers	Increase the number of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in an AP course	General Fund
	5. Train all teachers interested in teaching scaffolding techniques to ensure student success.	All students in grades 9 – 12	Annually August 2013-2014 Principal High School Teachers	Increase the number of AP courses offered	General Fund
	6. Pay AP Test fees for all test-takers.	All students in grades 9 – 12	Annually March 2013-2014 Principal High School Teachers	Increase the number of students taking AP courses and tests	General Fund

## 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:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>The District uses the percentage of students eligible for the Free/Reduced Price Lunch Program to determine eligibility for Title I funding. After a school is identified to receive Title I funds, funds are distributed based on the number of students eligible for Free/Reduced Lunch at that site.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>All of the District Schools are School-Wide Title I schools because they all have at least 40% of the students eligible for the Free/Reduced Price Lunch Program. Schools receive funding based on the percentage (number of students) eligible for Title I.</p>

**Additional Mandatory Title I Descriptions  
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state</li> </ul>	<p>Schoolwide program schools conduct a needs assessment, the Academic Program Survey, which comprehensively addresses the achievement and school program in the areas of English Language Arts, Mathematics, for all students and subgroups-whether significant or not; services and progress for English Language Learners and Students with Disabilities; and Professional Development needs. Additionally, Parent Involvement needs are assessed at Title I meetings, English Language Advisory Committee meetings, and District English Language Advisory Committee meetings.</p> <p>The School Site Council (SSC) and English Learner Advisory Committee (ELAC) review achievement data and align resources to meet students' academic needs. The ELAC advises the SSC on resources and programs the parents on the committee would like to see implemented. San Bernardino County Superintendent of Schools (SBCSS) assist and schools in this process by offering professional development, training, and collaboration opportunities.</p> <p>All teachers at schoolwide schools engage in standards-based planning sessions which include processes utilizing grade level standards, CST Blueprints, and CST released questions. The district coordinates and plan professional development focusing on increasing the level of rigor of core instruction, as well as focusing on areas of need based on the Academic</p>

<p>standards.</p> <ul style="list-style-type: none"> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>Program Survey.</p> <p>Collaboration time is provided twice monthly for 90 minutes for teachers to ensure that data are analyzed and discussed, along with results utilized to design instruction, guide student placement, and monitor progress.</p> <p>Professional development sessions are planned to assist teachers in designing instructional objectives aligned to the rigor of standards. Opportunities are provided for teachers discuss best practices.</p> <p>During instructional time, teachers employ research-based strategies and specifically those to effectively Response to Intervention and Instruction to ensure that all students are meeting or exceeding the state standards.</p> <p>Extended learning time during is provided during the school day. Various athletics and extracurricular activities provide a safe place for students after school.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>The District identifies schools at the elementary, junior, and high school levels above the 40% poverty level for Title I programs. All three district schools are Title I funded. There are no TAS schools.</p>

## Additional Mandatory Title I Descriptions

(continued)

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.

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	N/A
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.	

## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>All Program Improvement schools receive technical assistance for the following activities:</p> <ul style="list-style-type: none"> <li>• Each PI school receives technical assistance in using data, observations, and input to identify weaknesses. The District provides technical assistance to develop the SPSA, the Corrective Action and or Restructuring Plan for PI schools in years 3 or 4, and the revision of any and all plans as needed. The District works with each school to ensure full, effective implementation of these plans at all PI schools.</li> <li>• Extensive data is provided and analyzed with the principal, staffs and parent groups to identify needs for instruction, parental involvement, professional development, and school systems. The findings are used to address specific problems.</li> <li>• The District assists in identification of proven and effective strategies to support each PI school's plan for improvement. These strategies are those most likely to address the problems that got each school into PI. The District either provides the professional development to build capacity in effective implementation or assists the school with their own professional development plans. The superintendent/principal makes regular visits to classrooms at each PI school to assist in the monitoring of effective implementation and to address ongoing needs.</li> <li>• The LEA works with each PI school to ensure all budgets are aligned with the school's plans to support student achievement so the school can exit PI. Assistance is provided to write the plans and arrange for funds to be appropriately managed. Budgetary activities are monitored by the district as well.</li> </ul>

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>When the District receives achievement data from the state, letters are immediately prepared for each school's parents notifying them of the school's Program Improvement (PI) status. Letters include the right to transfer to a non-PI school, information about the available schools, and process by which they can apply for a transfer. In the case of schools that will definitely be PI for the upcoming year, the District provides parents the opportunity to request a transfer to a non-PI school during the district's open enrollment window giving them priority for transfer. Letters inform parents their right to receive Supplemental Services if they remain at a PI school and meet the requirements.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><u>Choice:</u> The District determines which non-PI schools will be designated as Choice Schools based on space available and proximity. All students at all PI schools are given the opportunity to transfer and placed at their first choice school if possible. If there is not available space, the parent is offered the second choice. A parent may elect to remain at or return to their PI school at any time. The District provides transportation for all PI transfers.</p> <p><u>Supplemental Services:</u> The District mails letters informing parents of Supplemental Education Services (SES) to all Socio-Economically Disadvantaged (SED) students at all PI schools year two and beyond. Parents can also access applications online, at their school sites, from the District Office, or from providers. Students are placed according to their choices. When the demand exceeds the funding available or space with providers, students with greatest academic need are given priority. The District uses the California Standards Test as a primary academic indicator for students who may be eligible to received SES.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>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."</p>	
<p>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.</p>	<p>See Goal 3 of this plan for specific activities related to this plan.</p>
<p>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.</p>	<p>The superintendent/principal and teachers work with schools sites and parent groups to provide workshops and information sessions to parents. To provide equal access, all sessions are conducted in English and Spanish. School Site Councils and English Learner Advisory Committees conduct needs assessments regarding parent involvement needs. Actions and activities are coordinated and reflected in the site Single Plan for Student Achievement. In addition, the school sites conduct Title I meetings to provide direct services to parents and ensure involvement in their child's education.</p>

**Additional Mandatory Title I Descriptions**

(continued)

***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.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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, including programs such as:</p> <ul style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ul> <p>Compare to programs listed on Page 12 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The state preschool program is coordinated at the district level. Integration is assured through professional development and classroom walkthroughs. The preschool teacher attends staff meetings and is an integral member of the school staff. The preschool parent group receives information regarding what to expect when their children enter kindergarten.</p> <p>Kindergarten teachers receive individual information regarding entering students who have attended state preschool programs.</p>

## **Part III**

# **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

required under Federal law governing each program included in the consolidated application/LEA Plan.

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

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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 B**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized

or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

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

- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- 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, and

- 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 percent 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

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

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**Ronda Tremblay**

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Print Name of Superintendent

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Signature of Superintendent

---

Date

**Kelly Fisher**

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Print Name of Board President

---

Signature of Board President

---

Date

**Karen Fagan**

---

Print Name of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

---

Signature of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

---

Date

**NA**

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Print Name of Title III English Learner Coordinator/Director  
(if applicable)

---

Signature of Title III English Learner Coordinator/Director  
(if applicable)

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Date

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*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

***Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.***

## APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), 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 2005-06, all students will be taught by highly qualified teachers.***

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

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

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

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

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

## APPENDIX B

### ***Links to Data Web sites***

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

- Academic Performance Index (API)  
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/ta/tq/el/>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/ta/tq/hs/>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/ta/tg/sr/>

## APPENDIX C

<b>Science-Based Programs</b>							
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/index.html">http://www.colorado.edu/cspv/blueprints/index.html</a> &gt;(University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://www.modelprograms.samhsa.gov">http://www.modelprograms.samhsa.gov</a> &gt;(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
<b>School-Based Programs</b>							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

## APPENDIX D

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

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

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

## APPENDIX E

<b>Promising or Favorable Programs</b>							
<p>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.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/index.html">http://www.colorado.edu/cspv/blueprints/index.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://www.modelprograms.samhsa.gov">http://www.modelprograms.samhsa.gov</a> &gt; (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
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 Burns	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
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
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