

Application #	
---------------	--

**No Child Left Behind Act of 2001**  
**Revised March 19, 2003**  
**LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

<b>Postmarked no later than June 1, 2003</b>
--

**LEA Plan Information:**

Name of Local Education Agency (LEA): Nevada County Superintendent of Schools Office

County/District Code: 2910298

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: June 11, 2003 (pending)

District Superintendent: Terry McAteer

Address: 112 Nevada City Highway

City: Nevada City, CA

Zip code: 95959

Phone: 530-478-6400

Fax: 530-478-6410

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

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

Terry McAteer	6/11/03	
---------------	---------	--

Printed or typed name of Superintendent	Date	Signature of Superintendent
---	------	-----------------------------

John Smoak	6/11/03	
------------	---------	--

Printed or typed name of Board President	Date	Signature of Board President
--	------	------------------------------

## TABLE OF CONTENTS

TOPIC	PAGE
<b><u>Part I</u> – Background and Overview</b>	
<i>Background</i> .....	4
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process</i> .....	5-6
<i>Development Process for the LEA Plan</i> .....	7-9
<i>Federal and State Programs Checklist</i> .....	10
<i>District Budget for Federal and State Programs</i> .....	11-12
<b><u>Part II</u> – The Plan</b>	
<i>Needs Assessments</i> .....	14
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i> .....	15
<i>District Profile</i> .....	16
<i>Local Measures of Student Performance</i> .....	17
<i>Performance Goal 1</i> .....	18-24
<i>Performance Goal 2</i> .....	25-32
<i>Performance Goal 3</i> .....	34-39
<i>Performance Goal 4</i> .....	40-48
<i>Performance Goal 5</i> .....	48
<i>Additional Mandatory Title I Descriptions</i> .....	NA

## **Part I Background and Overview**

*Background*

*Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review 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.

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

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

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

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, **local education 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 Coordinated Compliance Review Process***

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline 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 Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

### ***Coordinated Compliance Review (CCR)***

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. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

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 underperforming student groups.

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

1. Obtain input. Seek the input of 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, and 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.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.

4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.
6. Review 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, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. 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*.
8. Obtain 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.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. 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?



11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

## 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
	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)
			Other (describe): Miller UnRue
	Other (describe): Class Size Reduction		Other (describe): PAR
	Other (describe):		Other (describe): California CSR

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A				
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	\$245	\$240	98%
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	\$0	\$210	\$205	98%
Title V, Part A, Innovative Programs – Parental Choice	\$3821	\$3,889	\$7399	96%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	\$0	\$300,436	\$300,436	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$3821</b>	<b>\$304,780</b>	<b>\$308,280</b>	<b>100%</b>

## DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)		\$66	\$66	100%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>		<b>\$66.</b>	<b>\$66.</b>	<b>100%</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 LEA's 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**, **professional development and hiring**, 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

### Professional Development and Hiring

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 school (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)).

### ***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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

### ***Mission Statement***

The mission of the Nevada County Superintendent of Schools Office (NCSOS) is to provide a learning organization committed to collaboration, lifelong learning, the promotion of self-sufficient individuals, and professional support at every level of the education systems.

### ***District Profile***

The Nevada County Superintendent of Schools Office serves a predominantly rural population. Most recent census data indicated that Caucasians make up 93.1% of the county population. The remainder of the population includes Hispanic (4.9%), Asian (.9%), African America (.2%), and Native American (.9%). The county covers an area of 958 square miles and is best known for its rich cultural heritage related to the Gold Rush and the current arts community.

### ***The Staff***

We are very proud of the staff members that make up the Nevada County Superintendent of Schools Office. Each one plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. The professional staff of the county serves alternative and special education programs for the majority of the districts. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn.



## Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Education 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) 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) 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) c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) 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 county uses the following additional assessments to address the issues indicated above.

CELDT testing  
CAPA testing

Results: All of the students in programs operated by the NCSOS are either in Severely Handicapped Special Education Programs or Community Day School (expelled, at risk of expulsion, students on legal probation or SARB referred). These students generally score academically low. All the special education students have active IEP plans that have both academic and behavioral goals that are assessed regularly and at least annually. The Community Day School students have individual academic and behavioral goals set upon entry, reviewed regularly and at least before their return to their districts of residence.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>• The teacher evaluation based on annual goals</li> <li>• Principals/Coordinators receive training in walk-through evaluations focusing on standards alignment</li> <li>• All instructional materials are aligned and/or adopted from state standards</li> <li>• All new teachers participate in BTSA</li> <li>• The hiring practices of the county reflect focus on student standards</li> </ul>	Special Ed. Asst. Supt. Curric. Asst. Supt.  Special Ed. Asst. Supt. Curric. Asst. Supt.  New Teachers  Personnel staff Above listed are on-going	None  Cost of training  Cost of inst. Materials  Cost of training, stipends, support provider  None	N/A  \$3400 per admin  \$4000  \$6000  N/A	N/A  AB 75 Special Education Districts  County general fund  N/A
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>• County will purchase state adopted materials K-8 or materials.</li> <li>• Students are evaluated on grade level standards</li> <li>• Ongoing teacher training provided by various presenters and Selpa.</li> </ul>	Special Ed. Asst. Supt. Curric. Asst. Supt. Teachers Special Ed. Asst. Supt. Curric. Asst. Supt.	Cost of instructional materials  None  Personnel time	\$4000  \$8,000	IMF  PAR Program County general
3. Extended learning time: <ul style="list-style-type: none"> <li>• Extended school year for special education-K12</li> </ul>	Teachers/Coordinator	Cost of the program	\$96,000	General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Alternative ed. Students use Accelerated Reader program for 6-8</li> <li>• Students use electronic media for reading practice and assessment</li> <li>• County Technology plan-CTAP On-Line staff training and use</li> <li>• Power point presentations</li> </ul>	<p>Teachers Teachers/Aides Teachers County staff</p>	<p>Cost of software/hardware Cost of equipment/teacher time Cost of program Cost of licenses/trainers</p>	<p>NA NA NA \$100</p>	<p>Regional CTAP</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Teachers received extensive in-service in the use of reading textbooks and programs used in districts where their class is physically housed</li> <li>• Administrative Training AB 75</li> <li>• New teachers participate in BTSA</li> <li>• Curric. Assist. Supt. to assist teachers and programs with standards implementation</li> <li>• Summer training on computers for teachers</li> </ul>	<p>Teachers/Trainers  Administrators New teachers/Admin Curric. Assist. Supt Principal/ Coordinators</p>	<p>Included in the cost of the program  Cost of training and support BTSA Support Provider Cost of Curric.</p>	<p>\$1000  \$3400per \$6000 \$4000  NC</p>	<p>General fund  AB75 General Fund General Fund General Fund  CTAP</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Parents, teachers, and other staff participate in the School Site Council of their districts of residence</li> <li>• Parents provided student's individual assessment results</li> <li>• Parent Conferences/IEP meetings</li> <li>• School /county newsletters/SARC/school web site</li> <li>• Parenting groups in a 3 alternative ed.</li> </ul>	<p>Parents, teachers, others  Parents Parents/teachers Admin/ On-going</p>	<p>NA  Notices Cost of printing/distributing</p>	<p>N/C  N/C \$500  N/C</p>	<p>NA  NA General Fund General fund  NA</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Para-professionals in classrooms</li> <li>• Alternative ed. Reading 1 – Accelerated Reader/language program</li> <li>• Summer school and extended year programs</li> <li>• Mapping a program for Special Education</li> </ul>	<p>Aides teacher Teacher  Teacher Teacher On-going</p>	<p>Cost of salary/benefits Cost of materials  Cost of salary/benefits</p>	<p>\$413,000 N/C  \$96,000</p>	<p>General fund N/A  General Fund</p>

8. Monitoring program effectiveness: • Students participate in state testing—STAR/CELDT/CAPA  • Teachers will assess students' mastery of standards by examining student work and use of text diagnostics by state approved texts	Students/teachers Students	Costs for tests/scoring Cost of test materials	N/C N/C	General fund General fund
	Teachers/Admin On-going	Cost of Program	\$4000	General fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: • State adopted reading intervention programs for 6-8 students below grade level in alternative ed. programs • Summer school for students grades 6-8 at risk of failure or drop-out • Special education students participate in extended year summer school • After school tutoring	Teacher/students	Cost of adopted materials	\$3000	General fund
	Teachers/students	Salaries and benefits	\$20,000	General Fund
	Teachers/students On-going	Salaries and benefits	\$96,000	General fund
	Comm. Day Sch. teachers	Salaries and benefits	\$2000	General Fund
10. Any additional services tied to student academic needs:  • County programs serve special ed. and alternative youth. Most students have IEP's that drive reading needs. These are used to determine educational needs. County Special Education programs use materials adopted by the districts where the classrooms are housed. The Reach intervention program is used by the Emotionally Disturbed program.  The Community Day School will use the Holt Reading program and the Reach Intervention Program	Teachers/students On-going	Cost of adopted materials	\$4000	General Fund
	Comm. Day Sch. teachers	Cost of adopted materials	\$7000	General Fund

--	--	--	--	--

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>• Spec. Ed Classes use Math materials adopted by districts where classes are housed</li> <li>• Principals receive training in walk-through evaluations focusing on standards alignment</li> <li>• All instructional materials are aligned with state standards</li> <li>• All new teachers participate in BTSA</li> </ul>	Teachers/SE Director/ Coordinators  Asst. Supt./Principal Asst. Supt./Principal	Cost of text materials Cost of training  Cost of inst. Materials  Cost of training, stipends,	N/A \$5000  \$10,000  \$10,000	N/A General fund  IMF General fund  General fund

<ul style="list-style-type: none"> <li>Alternative ed. Adoption of Saxon math-</li> <li>Assistant Supt. for Special Education supports all curricular decisions.</li> </ul>	New Teachers Teachers/principal Asst. Supt./Principal Above listed are on-going	support provider Cost of inst. Materials  Cost of specialist time	\$6,000  \$1000	IMF General fund PAR and SE funds IMF General fund
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>The county only purchases state adopted materials (6-8)</li> <li>Students are regularly evaluated on grade level standards</li> <li>All Special ed. teachers and Para-professionals trained in math material use</li> </ul>	SE Assist. Supt.  Teachers Teachers/aides On-going	Cost of instructional materials None Printing	\$8000  N/A \$300	IMF General Fund  N/A General fund
3. Extended learning time: <ul style="list-style-type: none"> <li>Extended school year for special ed. Students in math, as needed</li> <li>Summer school for alternative ed. Students who are failing</li> </ul>	Teachers/Coordinators Teachers/principal	Cost of the program Cost of the program	\$96, 000 \$35,000	General fund General fund

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Students will use math software provided by adopted materials from publishers for special ed. And alternative ed.</li> <li>• Students do research using electronic media and County developed Research Skills Booklet</li> </ul>	<p>Teachers/students</p> <p>Students</p> <p>Staff</p> <p>On-going</p>	<p>Cost of software/hardware</p> <p>Cost of equipment</p> <p>None</p> <p>Cost of printing</p>	<p>\$3,000</p> <p>N/A</p> <p>\$5000</p>	<p>IMF General fund</p> <p>County Office</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Teachers receive in-service in the use of the Saxon Math program through AB1331 support in alternative ed.</li> <li>• Administrative Training under AB 75</li> <li>• New teachers participate in BTSA</li> </ul>	<p>Teachers/Curr. Spec.</p> <p>Administrators</p> <p>New teachers/Admin</p> <p>Staff</p> <p>On-going</p>	<p>Included in the cost of the program</p> <p>Assist. Supt. Time</p> <p>Cost of training and support provider</p>	<p>\$300</p> <p>\$3,500</p> <p>\$3,000</p>	<p>General fund</p> <p>PAR</p> <p>General fund</p> <p>General fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Parents, teachers, and other staff participate in the Advisory Council and SEAC</li> <li>• Parent participation on county CAC/parent guide for Spec.ed.</li> <li>• Parent Conferences/IEP meeting</li> <li>• County newsletter/school SARC/Web Site/county brochures</li> <li>• Parenting program</li> </ul> <p>Comm. Day School has Parent intake meeting for each student.</p>	<p>Parents, teachers, others</p> <p>Parents</p> <p>Parents/teachers</p> <p>Administrators/teacher</p> <p>On-goings</p>	<p>Printing costs</p> <p>Printing costs</p> <p>Cost of notices</p> <p>Cost of printing/distributing</p>	<p>\$500</p> <p>\$3,000</p> <p>\$300</p> <p>\$5,000</p>	<p>General fund</p> <p>General fund</p> <p>General fund</p> <p>General fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Aides in classrooms</li> <li>• Spec.ed./alternative ed. Placement meetings and IEP's</li> <li>• Extended year/summer school/intersession classes in math</li> <li>• Mapping of programs</li> </ul>	<p>Aides teacher</p> <p>Teacher/admin./parent</p> <p>Teacher/admin.</p> <p>On-going</p>	<p>Cost of salary/benefits</p> <p>Cost of personnel time</p> <p>Cost of salary/benefits</p>	<p>\$5,000</p> <p>\$7,000</p> <p>\$96,000</p>	<p>General fund</p> <p>General fund</p> <p>General fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• Students participate in state testing –STAR/ CELDT</li> <li>• Students take publisher benchmark chapter tests</li> <li>• Annual teacher review of disaggregated CAT-6 data in alternative program</li> </ul>	<p>Students/teachers</p> <p>Students</p> <p>Students</p> <p>Teachers/Admin</p> <p>On-going</p>	<p>Costs of materials</p> <p>Cost of the program consumables</p> <p>Cost of teacher time to review</p>	<p>\$500</p> <p>\$1,000</p> <p>\$3,000</p> <p>N/C</p>	<p>General fund</p> <p>IMF General fund</p> <p>Buy-back days</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> <li>• Extended school year program for at-risk special ed. students</li> <li>• Summer school /intersession for alternative ed. Students at-risk of failure</li> <li>• Students may participate in other after school hourly tutoring programs as determined by teacher (6<sup>th</sup> and 7<sup>th</sup> hour</li> </ul>	Teacher Teacher/admin.  Teachers On-going	Salaries and benefits Salaries and benefits  Salaries and benefits	\$35,000 \$35,000  \$10,000	General fund General fund  General fund
10. Any additional services tied to student academic needs: <ul style="list-style-type: none"> <li>• Alternative ed. Students may participate in Independent Study Program to fulfill graduation requirements</li> </ul>	Teacher/administrator	Salaries and benefits	\$1,000	General fund



**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.*

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

Require credential as part of contract		Description of how the LEA is meeting or plans to meet this requirement.
<b>Required Activities</b>	<ol style="list-style-type: none"> <li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:                             <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:                                     <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol> </li> </ol>	<p>NA</p> <p>The Nevada County Superintendent of Schools office will not be accepting Title III funds. As per direction of Lucille Gonzales will not describing</p>

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"><li>• English proficiency; and</li><li>• Academic achievement in the core academic subjects</li><li>• Access to District Ell programs</li></ul>	NA
--	---	----

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	NA	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b></p> <p>NA</p>	<p><b>If yes, describe:</b></p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b> NA	<b>If yes, describe:</b>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b> NA	
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b> NA	<b>If yes, describe:</b> County run programs attempt to work with each districts standardized program for the delivery and support for English Language Development programs county-wide.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	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>Yes or No</b> NA	<b>If yes, describe:</b>
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes or No</b> NA	<b>If yes, describe:</b>
	10. Other activities consistent with Title III.  Federal Title VII Grant	<b>Yes or No</b> NA	<b>If yes, describe:</b>

### 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>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> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
<b>Required Activity</b>	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	NA
<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 schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		NA
<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>		NA

**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:	Yes or NA	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or NA	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:



<b>Allowable Activities</b>	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or NA</b>	<b>If yes, describe:</b>
	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 NA</b>	<b>If yes, describe:</b>
	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 NA</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
<p>As of the beginning of the 2002/03 school year nearly all our teachers met the requirement of “highly qualified” according to the federal definition.</p> <p>All alternative ed. Staff are fully credentialed and meet qualified guidelines as determined by federal requirements.</p> <p>All of our new teachers over the past two years have participated in BTSA.</p> <p>Administrators participate in AB 75 training.</p> <p>56% of the teaching staff have a master’s degree.</p> <p>100% of the administrative staff has a master’s degree or other specialist credential.</p>	<p>NCSOS has had difficulty recruiting special education teachers with specialist credentials in some areas of need. Though the county has significantly reduced the issuance of emergency credentials for most special education positions, it continues to work on recruitment of “highly qualified” staff in all programs.</p> <p>Our student data indicates a weakness in the area of language arts and math at all grade levels. This is due in part to the fact that county programs serve all special education and alternative education students with moderate to severe needs.</p> <p>During the past four years a few of our teachers have received certification of CLAD, BCLAD, SDAIE. Currently we have little or no need for these services.</p> <p>All of the staff development for teachers is focusing greater effort towards data-driven decision making, standards based instruction, and using technology to improved student performance. There is a need to provide greater teacher training in the use of technology in the classroom for special education and alternative youth.</p>

**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>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• Nevada County Superintendent of Schools Office has provided significant improvement and support to teachers and administrators over the last two years. The county hired a full-time assistant superintendent for curriculum to provide support to the 10 districts and county run programs. The Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for Special Education provide curriculum leadership in implementation of standards based instructional strategies at school site and county programs. Teachers participate in the buy-back staff development trainings in all county run programs, annually.</li> <li>• District administrators participate in AB75 training</li> <li>• County administrators participate in AB75 training</li> </ul>	<p>County office leadership/coordinators/ principal/teachers</p> <p>Administrators Administrators</p>	<p>Buy-back days, curriculum specialist/asst. supt.</p> <p>Printing</p> <p>Cost of trainings/ in-service</p> <p>Cost o training</p>	<p>\$17,000</p> <p>\$5,000</p> <p>\$40000per</p> <p>\$4000 per \$4000 per</p>	<p>General fund</p> <p>Title II/ General fund</p> <p>General fund</p> <p>General fund/Gates</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The district administrators will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. They will pay special attention to those topics and formats that</p>	<p>County leadership/ Par Panel</p>	<p>Cost of training</p>	<p>\$ 7500</p>	<p>General fund/PAR Title II</p>

<p>have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and administrators will serve as demonstrators and coaches for those who are less successful.</p>				
---	--	--	--	--

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>• Staff development based on standards and targeted particularly toward the lowest achieving special ed. and alternative ed. students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used by administrators and curriculum staff development efforts particularly as they have an effect on the under-performing students</li> <li>• The use of differentiated instruction will lead to increased student achievement particularly for minority and low-income and special need students.</li> </ul>	<p>Principals/teachers/county leadership</p> <p>Staff</p> <p>On-going</p>	<p>Cost of BTSA and other staff development efforts</p> <p>Cost of Training</p>	<p>\$6000</p> <p>\$3,000</p>	<p>General fund/ BTSA</p> <p>General fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>• The county administration with input from site staff /administrators will coordinate staff development efforts that are designed to improve</li> </ul>	<p>Staff</p>	<p>Cost of training</p>	<p>7,000</p>	<p>General fund/PAR Title II</p>

<p>both the number of students who are achieving state standards as well as the degree of competency that they demonstrate. Staff development topics will focus on methods that allow teachers to both integrate and to differentiate instruction so that all students will meet state standards. These topics will also include methods of working with classroom management, and additional interventions that lead to student achievement of high academic standards.</p>	<p>On-going</p>			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• Administrators track individual progress of teachers</li> </ul>	<p>Site Admin Ongoing</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> <li>• The county does not receive funds under Title II part D</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>None</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>• The county employs specialists to train and support staff.</li> <li>• The county office provides CTAP On-Line training and support for any interested county office employee. Trainers also provide support to</li> </ul>	<p>Local and regional experts</p>	<p>Cost of support License fees</p>	<p>\$16,000 \$2,000</p>	<p>General fund CTAP funds</p>

<p>participants for on-line use. TechsSets training was provided for staff. CTAP and Apple supported Summer Institutes have and will continue support teachers in the use of technology in the classroom. The RISE on-line staff development program for 7-12 Literacy will be provided as well as one free set of discs to each district.</p>	<p>CTAP trainers</p> <p>Asst. Supt. and NUHSD Literacy Coaches</p>	<p>Planning time, training expenses and RISE CD's</p>	<p>\$5000</p>	<p>CTAP funds</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• District leadership have gathered input from the groups listed above</li> </ul> <p>Curr. Leaders Council meets monthly to share assessed staff development needs of each school and districts.</p>	<p>District Staff</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <ul style="list-style-type: none"> <li>• County staff will use their training in standards-based report cards, AB75 training, and other relevant training to ensure the outcomes listed above.</li> <li>• How to work with difficult students annually</li> </ul>	<p>District Staff</p>	<p>Cost of training</p>	<p>\$3,000</p>	<p>General Fund</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>• Support Provider compensation</li> <li>• Release time for Support Providers and new teachers to complete</li> </ul>	<p>District Staff- Asst. Supt for</p>	<p>BTSA and Intern Coaches</p>	<p>\$12,500</p>	<p>Title II BTSA</p>

formative assessment activities <ul style="list-style-type: none"> <li>• Release time for new teachers to attend professional development or to observe veteran teachers</li> <li>• Staff to provide Initial Teacher Training workshops</li> <li>• Expeditionary learning Training</li> </ul>	Curr & Instruction  Full release coaches	Cost of Staff Development, Workshops and training		AB466 General Fund District Contributions
---	--	--	--	--

**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
<ol style="list-style-type: none"> <li>1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems.</li> <li>2. Appropriate and effective school policies regarding student and staff conduct, bullying and violence prevention, and disciplinary procedures.</li> <li>3. Psychologists and Nurse serve all county programs</li> <li>4. Support staff at host schools also serve county program students in emergency situations</li> <li>5. School safety plans updated annually with participation from parents and students.</li> </ol>	<p>There is a need to continually ensure that the components of the Comprehensive School Safety Plans are operational and workable given any new information that has become available.</p> <p>There is a need to continue to ensure that students are aware of the policies and practices with respect to conduct, bullying, violence prevention and disciplinary procedures.</p> <p>There is a need for the parents to continue to be partners in our quest for safe and drug free schools.</p>

**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>	
1.	Professional development is available and encouraged for all instructional and administrative staff in the areas of youth asset development, bullying and violence prevention, nutrition, substance use prevention, HIV prevention, and other resiliency building programs.
2.	Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smokeout, staff development and teacher training in research based programs and practices.
3.	On campus Club Live programs promoting positive youth development, student leadership, and alcohol, tobacco, drug, and violence prevention.
4.	Students receive information and referral to the partnering agencies throughout Nevada and Placer Counties for student, parent and staff participation in school-based, cross-age, or community mentoring services.
6.	Use of research based violence prevention curriculum in all classes .( <u>Life Skills Training</u> )
7.	Tobacco intervention and/or cessation information available to students.

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

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

<b>STRENGTHS</b>	<b>NEEDS</b>
<p>The NCSOS programs have benefited from coordination of the CHKS countywide to obtain reliable data for both the programs and the County as a whole.</p> <p>Our NCSOS instructional and administrative staff members have received specialized training in prevention, resiliency factors, and early identification of risk behaviors. The district has adopted the <u>LifeSkills Training (Promoting Health and personal Development)</u> Health Science curriculum for use in our health science classes at the 6<sup>th</sup> ,7<sup>th</sup> and 8<sup>th</sup> grade levels.</p> <p>Our staff is highly trained in methods for reducing risk behaviors.</p>	<p>The District would benefit from partnering with community agencies and county services to enhance prevention education and intervention and referrals to appropriate local service providers.</p> <p>The instructional and administrative staff would take advantage of updated training in the areas of resiliency and encouraging healthy lifestyles.</p>

--	--

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

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

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

The LEA is required to establish 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:

**These results are countywide**

	<b>Alcohol and Other Drug Use Prevention</b>	Annual Indicator Goal		Year 99 Baseline Data		Year 02 Progress Data		Goal Met?	
								No	Yes
4	The percentage of students that think frequent use (daily or almost daily) of marijuana is harmful will increase <u>annually</u> by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	90	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	91	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	93		4
4	The percentage of students that have used marijuana within the past 30 days will decrease <u>annually</u> by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	7.5%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	97	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	98		4

	<b>Tobacco-Specific Indicators</b>	Annual Indicator Goal		Year 99 Baseline Data		Year 02 Progress Data		Goal Met?	
								No	Yes
4	The percentage of students that think frequent use (daily or almost daily) of tobacco is harmful will increase <u>annually</u> by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	16%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	91	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	96		4
4	The percentage of students that have used Tobacco within the past 30 days will	5 <sup>th</sup> 7 <sup>th</sup>	10%	5 <sup>th</sup> 7 <sup>th</sup>	4	5 <sup>th</sup> 7 <sup>th</sup>	2		4

decrease <u>annually</u> by:	9 <sup>th</sup> 11 <sup>th</sup>		9 <sup>th</sup> 11 <sup>th</sup>		9 <sup>th</sup> 11 <sup>th</sup>			
------------------------------	-------------------------------------	--	-------------------------------------	--	-------------------------------------	--	--	--

<b>Safe Schools and Violence Prevention</b>		Annual Indicator Goal	Year 99 Baseline Data	Year 02 Progress Data	Goal Met? No Yes	
4	The number of incidents reported in the California Safe Schools Assessment will decline <u>annually</u> by:	10%	9	19		4
4	The number of violent incidents (Crimes Against Person) occurring on Campus with certificated employees as victims will decline <u>annually</u> by:	100%	0	0		4

**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>
<p>County Programs have established a history of very few incidents of violence and alcohol, tobacco, and other drug use in our schools. The staff has been committed to ensuring that our schools remain safe and drug-free for all students and community members. We have established an environment in which students have avenues for sharing information with staff members which will continue to ensure the safety of our schools. This has contributed greatly to our success in maintaining our safe and drug free school environments.</p>	<p>There is a need to continue to ensure that our safe school practices are up-to-date and practiced. The continued focus on maintaining our safe and drug-free environment will be a future challenge. We will need to continue to encourage and seek strategies for students to continue to be involved in the maintenance of a safe environment in our classrooms and schools.</p>

**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
<b>LifeSkills Training (Promoting Health and Personal Development)</b>	X	6-8	40 students	2000	Summer, 2000	2000

**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
X	Conflict Mediation/Resolution	X	Grades 6-8
X	Student Assistance Programs	X	Grades 6-8

**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.

Following a comprehensive review of available programs for use at the intermediate school level, a committee composed of teachers, and staff selected the LifeSkills Training (Promoting Health and Personal Development) program for implementation at the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade level. It was determined that this program would be the most appropriate for our students and would be included in the curriculum for the Health Science course. Professional training has been and will continue to insure its appropriate use.

**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.

The programs of the NCSOS will regularly participate in the California Healthy Kids Survey which is administered to seventh grade students (which parent permission) every other year. The results of the survey will be reviewed and evaluated by the staff, governing board, and community to ensure that the programs in operation are effective. Data collected regarding the incidents of drug, alcohol, other drug and violent acts will also be regularly and routinely reviewed and analyzed to ensure that the district's rate of incident continues to be at the current low level. It is the goal to maintain and/or reduce the low incidences of alcohol, tobacco, other drug and violence in our schools and campuses.

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 district will continue to report progress toward attaining performance measures for the SDFSC and TUPE programs through specific reports made at regular meetings of the Board of Trustees and parent meetings. These meetings are publicly noticed and specific and detailed information, including agendas and minutes and back up materials are available.

**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])

. Due to the ages of the students and the associated risk factors of intermediate grades students, the NCSOS has elected to focus the SDFSC funded program services at 3R Community Day School School. The county nurse works at the Community Day School 2 times a week. Other specifically targeted instructional and student assistance programs are also available to students, including Club Live and other safe and drug free student centered programs.

**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 county office plans to work closely with the 10 Nevada County feeder districts, Placer, El Dorado and Sacramento Counties Offices of Education, the California Department of Education and any other federal and state agencies to ensure that our SDFSC funded programs meet or exceed the requirements of participation. The district will continue to work in partnership with these other agencies, and will be an active participant in professional development activities that would enhance the knowledge of our staff and community, as well.

**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.

Parent involvement in all aspects of our program is of great importance throughout the county office. We will continue to seek creative and effective methods for ensuring that parents are informed and notified per the requirements under NCLB Title IV, Part A – SDFSC program using regular communications such as newsletters, e-mail/list-serve access, presentations at meetings and meetings of the Governing Board, and other community group meetings. In addition, all possible attempts will be made to ensure that private school parents are informed of the activities planned under this Title and will be given the opportunities for providing input and suggestions for program participation annually. Letters are sent annually to all private schools within our district and throughout Nevada County and contiguous counties to ensure that all parents of private school students are involved and invited to participate.

**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.

Generally this is not applicable to the Nevada County Office of education, because we serve only K-8 students. We have not had a pregnant minor up to this date. If we were to have a pregnant minor in this age group we would work closely with our Health Coordinator, Sharyn Turner to assess the situation to determine if this student could attend or be provided with services through the Nevada Union Joint High School District's Program for Pregnant Minors at the Silver Springs campus. Sharyn Turner already provides tobacco-use prevention services to our students at the 3R Community Day School. Those students in our Special Education Services classrooms (severely handicapped) partake in the tobacco-use prevention programs that are provided by the districts where those classes are located.

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

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

Position/Title	Full time equivalent
NA	NA

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

Not applicable in the NCSOS