

(CDE use only)
Application #

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No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: 2910298

Dates of Plan Duration (should be five-year plan): July 1, 2012 to June 30, 2017

Date of Local Governing Board Approval: September 12, 2012

District Superintendent: Holly Hermansen

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City: Nevada City

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

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

Holly Hermansen

September 12, 2012

Superintendent

Date

Signature of Superintendent

James R. Voss

September 12, 2012

Board President

Date

Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
Part I – Background and Overview	
<i>Background...</i>	5-6
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process</i>	6
<i>Development Process for the LEA Plan</i>	7-10
<i>LEA Plan Planning Checklist</i>	11
<i>Federal and State Programs Checklist</i>	12
<i>District Budget for Federal and State Programs</i>	13-14
Part II – The Plan	
<i>Needs Assessments</i> <i>Academic Achievement</i> <i>Professional Development and Hiring</i> <i>School Safety</i>	16
<i>Descriptions – District Planning</i>	17
<i>District Profile</i>	18
<i>Local Measures of Student Performance</i>	19
<i>Performance Goal 1</i>	20-25
<i>Performance Goal 2</i>	26-34
<i>Performance Goal 3</i>	35-39
<i>Performance Goal 4</i>	40-53
<i>Performance Goal 5</i>	54

Additional Mandatory Title I Descriptions — 55-63

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances 64-71

SignaturePage — 72

Appendix

Appendix A: California’s NCLB Performance Goals and Performance Indicators — 73-74

Appendix B. Links to Data Web sites — 75

Appendix C. Science-Based Programs — 76-78

Appendix D. Research-based Activities — 79

Appendix E. Promising or Favorable Programs — 80-81

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
- 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/.](http://www.cde.ca.gov/nclb/fr/))

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the 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 – to examine educational practices for students with disabilities

English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at

<http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL 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)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2010-11	Current Year District Entitlements 2011-12	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	253,135	316,684	546,756	96%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	<u>0</u>	74,725	72,243	97%
Title II Part A, Subpart 2, Improving Teacher Quality	3,536	5,985	9,405	99%
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	<u>0</u>	1,145	1,145	100%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education	<u>0</u>	25,793	23,482	91%
IDEA, Special Education	<u>0</u>	527,974	527,974	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2010-11	Current Year District Entitlements 2011-12	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	<u>0</u>	5,680	5,680	100%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant	<u>0</u>	<u>0</u>	<u>0</u>	100%
Child Development Programs	<u>0</u>	327,822	302,654	92%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	<u>0</u>	42,934	39,063	91%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	<u>0</u>	12,876	<u>0</u>	<u>0</u>
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

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/chkssurvey.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.

Mission Statement

Through exemplary countywide leadership, facilitation and support, the Nevada County Superintendent of Schools programs and staff will create, sustain, and encourage high quality educational programs for all students. High academic standards, safe and engaging learning environments and the development of community partnerships will help in our mission to prepare students for the future.

Preparing students for the future will be accomplished through:

Fiscal and curricular accountability; support to school districts; developing partnerships with stakeholders including parents, students, business community, and agencies; hiring and training of innovative, dedicated, and creative staff

District Profile

The Nevada County Superintendent of Schools Office serves a predominantly rural population. Most recent data from the 2010 census indicated that Caucasians make up 91.4% of the county population. The remainder of the population includes Hispanic (8.5%), Asian (1.2%), African American (.4%), and Native American (1.1%). 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 employee plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by help in to maintain an orderly environment conducive to learning. The professional staff of the county serves alternative education and special education programs for the severely handicapped, for the majority of the districts. In addition the COE authorizes eight independent charter schools. 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 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 county uses the following additional assessments to address the issues indicated above:

- CELDT
- CAPA
- DRDP – Assessment for Early Childhood Education
- Renaissance Learning Reading & Math Testing
- APEX - on-line assessments

Results: All of the students in programs operated by the NCSOS are either in Severely Handicapped Special Education Programs or Alternative Education (expelled students on legal probation or SARB referred or incarcerated.) 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 Alternative Education Program 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 Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Teacher evaluation based on annual goals • All instructional materials are aligned and/or adopted from state standards • All new teachers participate in BTSA • Hiring practices of the county reflect focus on student standards 	<ul style="list-style-type: none"> • SE Asst. Supt. Assoc. Supt. Ed Serv. • SE Asst. Supt Assoc. Supt Ed Serv. • New teachers • Personnel staff listed above are on-going 	<ul style="list-style-type: none"> • None • Cost of Inst. Materials • Cost of training, stipends, support provider • None 	<ul style="list-style-type: none"> • None • None • \$2,000 per/beg/teacher • None 	<ul style="list-style-type: none"> • N/A • Special Education Districts • County General Fund • N/A
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • County will purchase State adopted materials K-8 or materials • Students are evaluated on grade level standards • Ongoing teacher training provided by various presenters and SELPA 	<ul style="list-style-type: none"> • Assoc. Supt. Ed. Serv. • SE Asst. Supt. • Teachers • SE Asst. Supt. Assoc. Supt. Ed. Serv. 	<ul style="list-style-type: none"> • Cost of instructional materials • None • Personnel time 	<ul style="list-style-type: none"> • \$4000 • \$8000 • \$2000 	<ul style="list-style-type: none"> • IMF • County General
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Extended School Year for Special Education (SE) K-12 	<ul style="list-style-type: none"> • Teachers/Coordinator 	<ul style="list-style-type: none"> • Cost of the program 	<ul style="list-style-type: none"> • \$96,000 	<ul style="list-style-type: none"> • General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative Ed. Students use Accelerated Reader program for ,-, th 12 th grades <input type="checkbox"/> Students use electronic media for reading practice and assessment <input type="checkbox"/> County Technology plan – CTAP On-Line staff training and use <input type="checkbox"/> Power point presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> County 	<ul style="list-style-type: none"> <input type="checkbox"/> Cost software/hardware <input type="checkbox"/> Cost equipment/teacher time <input type="checkbox"/> Cost of program <input type="checkbox"/> Cost of licenses/trainers 	<ul style="list-style-type: none"> <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> \$100 	<ul style="list-style-type: none"> <input type="checkbox"/> Regional
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers may receive extensive in-service in the use of reading textbooks and programs used in districts where their class is physically housed</p> <p>1 New teachers participate in BTSA</p> <p>Ed. Services Assoc. Supt. to assist teachers and programs with standards and Common Core implementation</p> <p>Summer training on computers for teachers</p>	<p>Teachers/Trainers</p> <ul style="list-style-type: none"> <input type="checkbox"/> New teaches/Admin <input type="checkbox"/> Ed. Serv. Asst. Supt <input type="checkbox"/> Principal/ Coordinators 	<ul style="list-style-type: none"> <input type="checkbox"/> Included in the cost of the program <input type="checkbox"/> BTSA Support <input type="checkbox"/> Cost of 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> \$2000 teacher <input type="checkbox"/> \$4000 teacher <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> General <input type="checkbox"/> General <input type="checkbox"/>
<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"> <input type="checkbox"/> Parents, teachers, and other staff participate in the School Site Council of their districts of residence or schools <input type="checkbox"/> Parents provided student’s individual assessments results <input type="checkbox"/> Parent Conferences/IEP meetings <input type="checkbox"/> School/county newsletters/SARC/school web-site <input type="checkbox"/> Parenting groups in Alternative Education Programs 	<ul style="list-style-type: none"> Parents, teachers, others <input type="checkbox"/> Parents Parents/teachers Admin/on-going Parents/students 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cost printing/distributing <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> N/C <input type="checkbox"/> N/C <input type="checkbox"/> \$500 <input type="checkbox"/> N/C <input type="checkbox"/> N/C 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> General <input type="checkbox"/> General

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Para-professional in classrooms • Alternative Ed. Reading 1 – Accelerated Reader/language program • Summer school and extended year programs • Mapping a program for Special Education 	<ul style="list-style-type: none"> • Aides teacher • Teacher • Teacher • Teacher/On-going 	<ul style="list-style-type: none"> • Cost of salary/benefits • Cost of materials • Cost of salary/benefits 	<ul style="list-style-type: none"> • \$413,000 • N/C • \$96,000 	<ul style="list-style-type: none"> • General fund • N/A • General Fund
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Students participate in State testing – STAR/CELDT/CAPA and local assessments • Teachers will assess students’ mastery of standard by examining student work and use of text diagnostics by State approved texts 	<ul style="list-style-type: none"> • Students/teachers students • Teachers/Admin on-going 	<ul style="list-style-type: none"> • Cost for tests/scoring • Costs of tests materials • Cost of program 	<ul style="list-style-type: none"> • N/C • N/C • \$4000 	<ul style="list-style-type: none"> • General Fund • General Fund • General Fund
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • State adopted reading intervention programs for 7th-12th grade students below grade level in Alternative Ed. Programs • Special Ed. students participate in extended year summer school • After school tutoring 	<ul style="list-style-type: none"> • Teacher/students • Teachers/students on-going • Alternative Ed. teachers 	<ul style="list-style-type: none"> • Cost of adopted materials • Salaries and benefits • Salaries and benefits 	<ul style="list-style-type: none"> • \$3000 • \$96,000 • \$2000 	<ul style="list-style-type: none"> • General fund • General fund • General fund

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> ☐ 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 Ed. programs use materials adopted by the districts where the classrooms are housed. 	<p>☐ Teachers/students on-going</p>	<p>☐ Cost of adopted materials</p>	<p>☐</p>	<p>☐ General</p>
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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 Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content and Common Core Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special Ed. classes use math materials adopted by districts where classes are housed <input type="checkbox"/> All instructional materials are aligned with State and Common Core Standards <input type="checkbox"/> All new teachers participate in BTSA <input type="checkbox"/> Alternative Education uses math material adopted by the NJUHSD Assist. Supt. for Special Ed. supports all curricular decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Director/ Coordinators <input type="checkbox"/> Supt/Principal/Asst Supt <input type="checkbox"/> New Teachers/principal <input type="checkbox"/> Supt/Principal <input type="checkbox"/> Above listed on-going 	<ul style="list-style-type: none"> <input type="checkbox"/> Cost of text materials Cost of training <input type="checkbox"/> Cost of Inst. Materials <input type="checkbox"/> Cost of training, stipends, support provider <input type="checkbox"/> Cost of Inst. Materials <input type="checkbox"/> Cost of specialist 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> \$10,000 <input type="checkbox"/> \$2000 per beginning teacher <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> IMF fund, Title 1- Part A <input type="checkbox"/> General <input type="checkbox"/> IMF fund, SE funds <input type="checkbox"/> IMF fund, Title I- Part A
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The county only purchases State adopted materials (7th-12th) <input type="checkbox"/> Students are regularly evaluated on grade level Common Core Standards <input type="checkbox"/> All Special Ed. teachers and Para-professionals trained in math material use 	<ul style="list-style-type: none"> SE Asst. Supt <input type="checkbox"/> Teachers Teachers/aides On-going 	<ul style="list-style-type: none"> <input type="checkbox"/> Cost of Instructional Materials <input type="checkbox"/> None <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> \$8000 <input type="checkbox"/> N/A <input type="checkbox"/> \$300 	<ul style="list-style-type: none"> <input type="checkbox"/> IMF Fund <input type="checkbox"/> <input type="checkbox"/> General

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended school year for Special Ed. students in math, as needed <input type="checkbox"/> After school for Alternative Ed. students who are failing 	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinators <input type="checkbox"/> Teachers/principals 	<ul style="list-style-type: none"> <input type="checkbox"/> Cost of the program <input type="checkbox"/> Cost of the program 	<ul style="list-style-type: none"> <input type="checkbox"/> \$96,000 <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> General
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Students will use math software provided by adopted materials from publishers for Special Ed. and Alternative Ed. • Students do research using electronic media 	<ul style="list-style-type: none"> • Teachers/ students • Students, staff, On-going 	<ul style="list-style-type: none"> • Cost of software/hardware • none 	<ul style="list-style-type: none"> • \$3000 • \$5000 	<ul style="list-style-type: none"> • IMF General fund
<p>5. Staff development and professional collaboration aligned with Standards-based instructional materials and California Common Core Standards:</p> <ul style="list-style-type: none"> • Teachers receive in-service in math instruction and California Common Core support including Alternative Ed. • New teachers participate in BTSA 	<ul style="list-style-type: none"> • Teachers/ Curriculum Spec. • New teachers/Admin, staff, on-going 	<ul style="list-style-type: none"> • Included in the cost of the program • Cost of training and support provider 	<ul style="list-style-type: none"> • \$300 • \$2000 per beginning teacher 	<ul style="list-style-type: none"> • General fund • General fund
<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"> • Parents, teachers, and other staff participate in the Advisory Council and SEAC • Parent participation on county CAC/parent guide for Special Ed. • Parent conferences/IEP meeting • County newsletter/school SARC/web-site/county brochures • Parenting program and Alternative Education Programs have parent intake meeting for each student 	<ul style="list-style-type: none"> • Parents, teachers, others • Parents • Parents/teachers • Administrators/ teachers • On-going 	<ul style="list-style-type: none"> • Printing costs • Printing costs • Cost of notices • Cost of printing/distributing 	<ul style="list-style-type: none"> • \$500 • \$3000 • \$300 • \$5000 	<ul style="list-style-type: none"> • General fund • General fund • General fund • General fund
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Aides I classrooms Special Ed./Alternative Ed. placement meetings and IEP's Extended year/summer school/intersession classes in math Mapping of programs</p>	<ul style="list-style-type: none"> • Aides, teachers • Teacher/admin/parent • Teacher/admin • On-going 	<ul style="list-style-type: none"> • Cost of salary/benefits • Cost of personnel time • Cost of salary/benefits 	<ul style="list-style-type: none"> • \$5000 • \$7000 • \$96,000 	<ul style="list-style-type: none"> • General fund • General fund • General fund

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students participate in State testing-STAR/CELDT/Accelerated Reading & Math, APEX Learning <input type="checkbox"/> Students take publisher benchmark chapter tests <input type="checkbox"/> Annual teacher review of TAR data in alternative programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> on-going 	<ul style="list-style-type: none"> <input type="checkbox"/> Cost of <input type="checkbox"/> Cost of the consumables <input type="checkbox"/> Cost of teacher time to review 	<ul style="list-style-type: none"> \$500 \$1000 <input type="checkbox"/> \$3000 N/C 	<ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> IMF fund
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended school year program for at-risk Special Ed. students <input type="checkbox"/> Students may participate in other after school hourly tutoring programs as determined by teacher <input type="checkbox"/> Foster Youth and Indian Education students may receive individual tutoring on an as-needed basis 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Teachers/on- <input type="checkbox"/> FYS and Indian Ed. tutors 	<ul style="list-style-type: none"> <input type="checkbox"/> Salaries and benefits <input type="checkbox"/> Salaries and benefits <input type="checkbox"/> Salaries and benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> General <input type="checkbox"/> FYS and Indian Ed. Programs

<p>10. Any additional services tied to student academic needs: <input type="checkbox"/> Alternative Education students may participate in Independent Study Program to fulfill graduation requirements</p>	<p>Teacher/ administrator</p>	<p><input type="checkbox"/> Salaries and benefits</p>	<p>\$5000 per student</p>	<p><input type="checkbox"/> General fund</p>
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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)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;</p> <p>b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting the annual measurable achievement objectives described in Section 3122; making adequate yearly progress for limited-Englishproficient students (Section 1111(b)(2)(B); 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); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><input type="checkbox"/> N/A</p> <p>The Nevada County Superintendent of Schools office will not be accepting Title III funds.</p> <p><input type="checkbox"/> Students with language other than English indicated on their Home Language Survey will be assessed initially and then annually to determine English Language Proficiency while meeting State Academic Standards.</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"> <input type="checkbox"/> English proficiency; and <input type="checkbox"/> Academic achievement in the core academic 	<p>N/A</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
iv	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>N/A</p> <p>All are teachers trained in strategies to work with EL students in the classroom; through their EL certification programs.</p>	
iv	4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No</p> <p>N/A</p>	<p>If yes, describe:</p>
		Description of how the LEA is meeting or plans to meet this requirement.	

<p>5. Provide —</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p> <p>N/A</p>	<p>If yes, describe:</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>N/A</p>	<p>If yes, describe:</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>N/A</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> L 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.	
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
<p>11/</p>	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</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"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; 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; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the f. 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; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>N/A</p> <p>Nevada County Superintendent of Schools programs generally does not have LEP students. Where and if they do, they are assessed by a trained CELDT administrator. Parents are notified of the student's status. Students are all taught by teachers certified to teach English Learners. Students are assessed annually to determine if reclassification is appropriate. Parents are notified after any subsequent assessments of their child's current status.</p>

	Description of how the LEA is meeting or plans to meet this requirement.
<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and 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; 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>N/A</p> <p>This takes place when we have an EL student enrolled in a county program.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>N/A</p> <p><input type="checkbox"/> This takes place when we have an EL student enrolled in a county program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>N/A</p> <p>Annually</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.		
1b	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No N/A	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 No N/A	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No N/A	If yes, describe:

14	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No N/A	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No N/A	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No N/A	If yes, describe:

<p>14</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
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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 2012-13 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>43% of the teaching staff has a Master's degree. 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>All teachers are certified to teach EL students.</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. For the past two years and including 2012-13, teachers will be focusing on improving student achievement in math, by attending math collaboration workshops. 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> <p><input type="checkbox"/> Nevada County Superintendent of Schools office has provided significant improvement and support to teachers and administrators over the past several years. The NCSOS employs a full-time associate superintendent for educational services to provide support to the 10 districts and county run programs. The associate superintendent of educational services 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 staff development trainings in all county run programs annually.</p>	<p><input type="checkbox"/> County leadership/ coordinators/ principal/teachers</p>	<p><input type="checkbox"/> specialist/ assoc. supt. <input type="checkbox"/> presenters, substitutes <input type="checkbox"/> cost trainings/in- service</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> General <input type="checkbox"/> General <input type="checkbox"/> Title fund</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><input type="checkbox"/> 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 have the greatest positive impact on teachers' ability to accelerate the learning of student sin the lowest-performing groups. They will then design a</p>	<p><input type="checkbox"/> County Leadership</p>	<p><input type="checkbox"/> Cost training</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> fund/Title I-Part A & Title II</p>

<p>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; mathematics has been a focus since 2010-11. Successful teachers and administrators will serve as demonstrators and coaches for those who are less successful.</p>				
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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> <p><input type="checkbox"/> Staff development based on standards and targeted particularly toward the lowest achieving Special Ed. and Alternative Ed. student 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.</p> <p>The use of differentiated instruction will lead to increased student achievement particularly for at-risk, minority, low-income and special need students.</p>	<p>Principals/teachers/ county leadership</p> <p><input type="checkbox"/> Staff/on-going</p>	<p><input type="checkbox"/> Cost of and other staff development efforts</p> <p><input type="checkbox"/> Cost training</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> General fund/ BTSA, Title I- Part A & Title II</p> <p><input type="checkbox"/> General</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p><input type="checkbox"/> The county administration, with input from site staff/administrators, will coordinate staff development efforts that are designed to improve 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><input type="checkbox"/></p>	<p><input type="checkbox"/> Cost training</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> fund/Title I-Part A, Title II, LEA PI "set-aside"</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>				

Administrators track individual progress of teachers.	Site admin, on-going	<input type="checkbox"/> None	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: <input type="checkbox"/> The county does not receive funds under Title II-Part D.	N/A	N/A	N/A	<input type="checkbox"/> None
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.): <input type="checkbox"/> The county employs specialists to train and support staff. <input type="checkbox"/> The county office provides CTAP On-Line training and support for any interested county office employee. Trainers also provide support to participants for on-line use.	<input type="checkbox"/> Local and regional experts, technology trainers, and Assoc. Supt.	<input type="checkbox"/> Cost support <input type="checkbox"/> License	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> General
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:				

<input type="checkbox"/> District leadership has gathered input from the groups listed above. Curriculum Leaders Council meets monthly to share assessed staff development needs of each school and districts.	<input type="checkbox"/> District staff	<input type="checkbox"/> None	<input type="checkbox"/>	<input type="checkbox"/>
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p><input type="checkbox"/> County staff will participate in trainings and workshops in the following areas: Transitional Kindergarten, Math Collaboration Days for K-10 from 2010 thru 2013, technology collaboration, Reggio Amelio ECE, Explicit Direct Instruction, Steps to Respect, Second Step, Olweus Anti-Bullying Training, Aggression Replacement Therapy, and School Librarian Training.</p> <p><input type="checkbox"/> How to work with difficult students annually</p>	<input type="checkbox"/> District	<input type="checkbox"/> Cost training	<input type="checkbox"/>	<input type="checkbox"/> General
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p><input type="checkbox"/> Support Provider compensation</p> <p>Release time for Support Providers and new teachers to complete formative assessment activities</p>	<input type="checkbox"/> District Assoc. Supt. Ed. Services <input type="checkbox"/> Assoc. Supt. Services	<input type="checkbox"/> BTSA Intern Coaches <input type="checkbox"/> Cost of staff development, workshops,	<input type="checkbox"/>	<input type="checkbox"/> BTSA, Title Part A, Title II, LEA PI – 10% "set-aside" <input type="checkbox"/> fund/district contributions

<input type="checkbox"/> Release time for new teachers to attend professional development or to observe veteran teachers Staff to provide Initial Teacher Training workshops	<input type="checkbox"/> Full release coaches	and training		
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

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"> 1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student and staff conduct, bullying and violence prevention, and disciplinary procedures. 3. Nurse and psychologists serve all County programs. 4. Support staff at host schools who also serve County program students in emergency situations. 5. School safety plans updated annually with participation from parents and students. 6. Safe Schools healthy Students (SSHS) Federal Grant has implemented trainings, programs, and community collaborations to support the strengths listed above. 	<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>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> <p>There is a need to identify resources to sustain the most successful activities and programs supported by SSHS grant funds, which will end in June 2013.</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.

ACTIVITIES

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, including *Second Step*, *Steps to Respect*, *Olweus*, and *Asset Development*.
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. *Olweus Bullying Prevention Program* funded by SSHS has trained staff in all districts to reduce and prevent bullying on school campuses.
4. *Steps to Respect* and *Second Step Curriculum* training for teachers support the social/emotional growth of students in grades K-6.
5. *ART (Aggression Replacement Therapy)* Training for staff working with at-risk students in alternative high school settings
6. *GREAT Program (Gang Resistance Education and Training)* provided to students in grades 4-8 in multiple districts I collaboration with Grass Valley Police Department
7. Crisis Intervention Counselors hired at high schools to support students.
8. 3 FTE Behavioral Health Therapists hired to work at schools Countywide.
9. Family Resource Centers (FRC) support families with co-located social services on school campuses.
10. Additional School Resource Officers stationed at high school.
11. *Re-Connecting Youth Curriculum* Training for teachers working with at-risk students at high schools to increase attendance and reduce behavioral issues.
12. Truancy Prevention Officer stationed at middle schools with SSHS funds to support students with attendance issues.
13. School Board Association launched County-wide campaign to increase student attendance by educating parents about fiscal and academic consequences for low attendance.

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

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

STRENGTHS	NEEDS
<p>NCSOS programs have benefited from coordination of the California Healthy Kids Survey (CHKS) County-wide, to obtain reliable data for both the programs and the County.</p> <p>Since receiving the SSHS grant in 2009, NCSOS has administered the CHKS Survey annually (rather than every other year) in order to track outcomes. An independent evaluator was hired in order to closely monitor and track outcomes including rates of violence, bullying, and ATOD use County-wide.</p> <p>The following evidence-based curricula have been implemented in Nevada Country schools to enhance staff's and student's understanding of ATOD use and other high risk behaviors, including violence and bullying: <i>Olweus Bullying Prevention Program; GREAT Program; Aggression Replacement Training; Second Step/Steps to Respect Curricula; and Re-Connecting Youth.</i></p> <p>Health Science curriculum is in use in health science classes at 6th-7th-8th grade levels.</p> <p>School districts benefit from partnering with community agencies and county services to enhance prevention education and intervention, with 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 in order to maximize efforts and ensure best practices are adhered to.</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 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: October 2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 1% 7 th 3%	5 th 1% 7 th 3%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3% 9 th 5% 11 th 3%	7 th 3% 9 th 5% 11 th 3%
The percentage of students that have used marijuana will decrease biennially by:	5 th 3% 7 th 5%	5 th 3% 7 th 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 3% 9 th 5% 11 th 5%	7 th 3% 9 th 5% 11 th 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 3% 9 th 3% 11 th 3%	7 th 3% 9 th 3% 11 th 3%

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th 5% 7th 3 % 9th 10% 11th 10%</p>	<p>5th 5% 7th 3% 9th 10 % 11th 10 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 3% 9th 10% 11th 10%</p>	<p>7th 3% 9th 10% 11th 10 %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 100% 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>10%</p>	<p>10%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 2009 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th 10% 7th 15% 9th 30% 11th 30 %</p>	<p>5th 10% 7th 15% 9th 30% 11th 30 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th 10% 7th 15% 9th 30% 11th 30 %</p>	<p>5th 10% 7th 15% 9th 30% 11th 30 %</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th 30% 7th 25% 9th 10% 11th 10%	5th 30 % 7th 25 % 9th 10% 11th 10 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th 10% 7th 25 % 9th 30% 11th 30 %	5th 10% 7th 25 % 9th 30 % 11th 30%

Other Performance Measures

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

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

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Olweus Bullying Prevention	X	3 rd thru 12 th	600	Sept 2009	Sept 2009 – on-going	Oct 2009
Reconnecting Youth	X	9 th -10 th -11 th -12 th	144	Spring 2010	Spring 2010	August 2011
Steps to Respect	X	4 th -5 th	220	Oct 2009	Oct 2009	Nov 2009
Second Step	X	Pre-K -3 rd	530	Sept 2009	Sept 2009	Oct 2009
Second Step (ATOD)	X	6 th -7 th -8 th	300	Sept 2009	Sept 2009	Oct 2009

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		
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	X	Pre-K thru 12 th grade
	Environmental Strategies		
X	Family and Community Collaboration	X	Pre-K thru 12 th grade
	Media Literacy and Advocacy		
X	Mentoring	X	6 th thru 12 th grade
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	X	K thru 12 th grade
	Service-Learning/Community Service		
X	Student Assistance Programs	X	6 th -7 th -8 th
	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	X	6 th thru 12 th grade
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Aggression replacement Training (ART)	X	9 th – 12 th	20	2009	2010	2010
Bilingual/Bicultural Counseling and Support services	X	K-12 th	20	2010	2011	2011

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.

Programs and activities were selected by an advisory committee from a list of evidence based programs provided from SAMSA, along with assistance from our Safe Schools Healthy Student (SSHS) Initiative local evaluator. The comprehensive curriculum is reflected in the SSHS logic model. The advisory committee chose appropriate prevention curriculums to fit Nevada County student and community needs, meeting our cultural and social profile as reflected in the CHKS. Professional training has been and will continue to be implemented to insure appropriate use of these programs.

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 7th, 9th, and 11th grade students (with parent permission) every 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 incidents 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.

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 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 with specific and detailed information, including agenda, minutes, and back-up materials are available to the public.

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])

Analysis of CHKS data and rates of free and reduced lunch eligible students assist with identification of those schools and districts with the highest levels of need. While universal prevention programs such as *Second Step* and *Olweus* are made available to all students, programs such as *Re-Connecting Youth* and *Aggression Replacement Training* are offered to at-risk students with attendance and/or behavior problems.

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 NCSOS plans to work closely with all ten Nevada County feeder districts 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. Funds from the federal SSHS grant ensure that this is an integral component of our program.

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.

Each of the three Family Resource Centers (FRC) has Parent Advisory Boards. 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 – SDFSD 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 or 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.

All students, including pregnant minors and minor parents, receive tobacco prevention education. Those students that receive citations for tobacco use on campus are referred to Community Recovery Resources (CORE) for cessation classes. Students can also self-refer. Written descriptions of cessation opportunities are made available to students, their parents, and staff and are made aware of services offered in the community and they are encouraged to access them. We work closely with the Nevada Joint Union High School District pregnant minor program.

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
Support Services Secretary II	.03 FTE
Student Services Program Coordinator	.05 FTE
Coordinator of School Health Services & Curriculum	16 FTE

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.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<ol style="list-style-type: none"> 1. Provide additional support such as extended learning time, after school tutoring, student study teams, mentors, and parental partnerships according to the needs of students who are failing to meet graduation requirements 2. Provide training for teachers in assessing student mastery of standards and using differentiating instruction to focus on remediation for specific purposes such as the CAHSEE 3. Expand the career education opportunities for students who do not plan to attend a four-year college directly from high school by increasing the availability of career tech and ROP courses that are articulated with college courses 	<ol style="list-style-type: none"> 1. Students who fall behind in credits or are in danger of failing classes 2. All students 3. Students who will go to work directly from high school 4. All students 	<ol style="list-style-type: none"> 1. Teachers, counselors, administrators, students, adult volunteers, parents 2. Teachers, administrators, possible outside trainers 3. Teachers, administrators, and ROP 4. Administrators, teachers, clerical staff 	<ol style="list-style-type: none"> 1. Records of all interventions attempted will be kept. Student progress will be monitored. 2. Sign-in sheets will verify attendance at trainings. Teacher evaluations will verify use of the acquired strategies. 3. Student transcripts and data collection software used to track participants in Care Technical programs will verify levels of participation and 	<ol style="list-style-type: none"> 1. General funds, Title I, EIA 2. General fund, Title I 3. General fund 4. General fund

	<p>so that students may become aware of the need for and advantages of a diploma and be better prepared for work or certificate program when they graduate.</p> <p>4. Students and parents are notified of graduation requirements and reminded annually.</p>			<p>completion</p> <p>4. The LEA graduation rate will increase by 1% annually.</p>	
<p>52 (Dropouts)</p>	<p>1. Monitor credit completion rates and counsel students who cannot complete school requirements into independent study programs or adult education. Independent study program (Edge Academy) may expand to meet student needs</p> <p>2. Expand the career education opportunities for students who do not plan to attend a four-year college directly from high school so that they may become aware of the need for and advantages of a diploma and be better prepared for work or certificate programs when they graduate.</p> <p>3. Provide "Certificates in lieu of Diplomas" to encourage students</p>	<p>1. Credit deficient students</p> <p>2. Students who plan to work immediately after graduation</p> <p>3. Special needs students</p> <p>4. All freshmen and other students who may be at risk because they have a low level of essential</p>	<p>1. administrator, teachers, clerical staff</p> <p>2. teachers, administrator, ROP staff</p> <p>3. administrator, clerical staff</p> <p>4. teachers, administrators, transitional aides</p>	<p>1. Records of all interventions attempted will be kept. Transfers to other programs are recorded and data is collected annually. Student progress will be monitored each semester.</p> <p>2. Student transcripts and data collection software used to track participants I Career Technical programs will verify levels of participation and</p>	<p>1. General fund – no extra cost</p> <p>2. General fund and Title I</p> <p>3. General fund – no extra cost</p> <p>4. General fund, TUPE and Title I</p>

	<p>to continue to attend school even though they are having difficulty completing the Algebra I or CAHSEE requirements.</p> <p>4. Sites will increase their focus on dropout prevention programs, and upon programs designed to build positive relationships between the school and students. <u>Examples include:</u> males, Peer Counseling, Intervention Counseling, Health Services, SARB Hearings, Home visits by School Resource Officers</p>	<p>developmental assets and lack resiliency.</p>		<p>completion</p> <p>3. Records concerning the number of students receiving certificates will be kept and analyzed</p> <p>4. The California Healthy Kids Survey results will show an increase in the number of students who view the classroom and school as caring places where high expectations are evident.</p>	
<p>53 (Advanced Placement)</p>	<p>At this time students in NCSOS have little opportunity to enroll in AP classes.</p>				

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"> <input type="checkbox"/> Number of children in families receiving assistance the CalWorks program; Number of children eligible for Free/Reduced Price Lunch programs; Number of children ages 5-17 in poverty counted by the most recent census data; Number of children eligible to receive medical assistance under the Medicaid program; <input type="checkbox"/> Or a composite of the 	Schools are ranked annually based on grade span and the National Program for Free and Reduced Lunch counts from the previous year.
<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"> <input type="checkbox"/> All schools with a 75% or above poverty level are funded <input type="checkbox"/> All other schools are funded by poverty ranking district wide or by grade span. 	Schools ranking above the LEA's poverty level are served in rank order as permitted by the 125% funding rule. The rank order information can be found in Part II of the Consolidated Application.

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

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "School-wide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the School-wide 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 School-wide, 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).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For school wide 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"> <input type="checkbox"/> A comprehensive needs assessment of the entire school relation to state standards. School wide reform strategies that provide opportunities for all children to meet state standards. <input type="checkbox"/> Effective methods and instructional strategies based scientifically-based research. <input type="checkbox"/> Strategies that give primary consideration to learning time, extended school year, before and after school and summer programs. <input type="checkbox"/> Proven strategies that address the needs of historically under served students, low achieving students, and those at not meeting state standards. <input type="checkbox"/> Instruction by highly qualified teachers and strategies attract and keep such teachers. <input type="checkbox"/> High quality and ongoing professional development teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. <input type="checkbox"/> Strategies to increase parental involvement. <input type="checkbox"/> Assistance to preschool children in transitioning from 	<p>All Title I programs operated by NCSOS are SWP and therefore serve all students needing academic intervention. Within the Title I SWP schools in the LEA, students receive one or more of the following supplemental services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased learning <input type="checkbox"/> Supplemental support of the core academic particularly literacy strategies Special grouping or tutoring to assist low performing students Counseling <input type="checkbox"/> Peer mentoring College and career awareness and preparation Academic intervention programs Parent outreach and education

<p>childhood programs to elementary school programs.</p> <p><input type="checkbox"/> Timely and effective additional assistance to students experience difficulty mastering state standards.</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> <p><input type="checkbox"/> Effective methods and instructional strategies based on scientifically-based research.</p> <p>Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</p> <p>Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</p> <p>Instruction by highly qualified teachers.</p> <p>Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</p> <p>Strategies to increase parental involvement.</p>	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify children who are failing or most at risk of failing to meet the state academic content standards. <input type="checkbox"/> Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <input type="checkbox"/> Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>All Title I funded schools in the NCSOS LEA are SWP.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>All Title I program schools follow the rules of the McKinney/Vento Homeless Education Act. Melissa Parrett is our McKinney/Vento LEA Liaison. Homeless students are immediately enrolled, provided transportation if necessary, and may remain in the school of origin, depending on parent's needs and interests.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or</p>	<p>Sugarloaf Mountain, the LEA's alternative program at the local juvenile facility, Title I N or D services in the form of:</p>

<p>attending a community day program, if appropriate.</p>	<ul style="list-style-type: none"> ○ increased learning time ○ supplemental support of the core academic curriculum, particularly literacy strategies ○ special grouping or tutoring to assist low performing students ○ counseling ○ college and career awareness and preparation ○ additional support of a highly qualified instructional aide <p>□ Inspire Community Day School for 7th thru 12th grades provides the following services as appropriate:</p> <ul style="list-style-type: none"> ○ increased learning time ○ supplemental support of the core academic curriculum, particularly literacy strategies ○ special grouping or tutoring to assist low performing students ○ counseling ○ college and career awareness and preparation ○ additional support of a highly qualified instructional aide
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Additional Mandatory Title I Descriptions
(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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> <p style="padding-left: 40px;">Assistance in developing, revising, and implementing the</p>	<p>None of our schools have been identified as low-achieving by qualifying as a PI school.</p> <p>None of our schools are under-performing/program-improvement schools. Since all of our Title I funds go to</p>

<p>school plan. Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</p> <ul style="list-style-type: none">□ Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PT and will get the school out of PT. Assistance in analyzing and revising the school budget so the school's resources are used effectively.	<p>Alternative Education settings which have specific enrollment criteria (incarceration, expulsion, probation referred, or School Attendance Review Board (SARB) placement, there is little opportunity for choice of schools. Students at our Earle Jamieson Educational Options Program have some choice regarding the three programs we operate on McCourtney Road: Inspire Community Day School, Launch County Community School, and Edge Academy Independent Study County Community School.</p>
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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 PT, including notification of the right for students to transfer to another school that is not PT with paid transportation, and the right to receive supplemental services.</p>	<p>There are no schools in the NCSOS LEA designated as PI.</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>Since the programs we operate are alternative education programs, students are placed at their school based on specific criteria: incarceration, expulsion, Nevada County Probation Department placement, and SARB placement. Students in our Inspire Program and our Launch Program may select to attend the Edge Academy Independent Study Program.</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>Description of how the LEA is meeting or plans to meet this requirement:</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>NJUHSD previously and NCSOS currently always hire highly qualified teachers, principals and staff to support these programs.</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>School staff persons work with parents individually to encourage them to be involved in the school and their children's education. Parents of students in Alternative Education Programs are frequently difficult to encourage being involved, but concerted effort on behalf of all the staff, as well as partnering agencies, work towards this end.</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"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The effectiveness of both the LEA and site-level staff development programs is increased through the common focus of using local and state assessment results to modify and improve instruction to increase student achievement in language arts and mathematics. Title I, Part A; Title I, Part D; Title II; EIA-Limited English Proficient, staff development activities center around this goal. The BTSA program has also incorporated this focus.</p> <p>Members of the school site councils are also part of the decision-making for the expenditure of AB1113 funds. The goals identified by the school site councils are used in making funding decisions for both sources of funds. Goals are identified using local data and CHKS results. In support of the identified need of counseling services Safe Schools/Healthy Students funds are used to fund additional counseling.</p> <p>Services for students in career technical education programs may be coordinated through the use of an ELL instructional aide if needed, and special education aides.</p>

	<p>The Alternative Education Programs were operated by NJUHSD through June 30, 2012. Beginning July 1, 2012 NCSOS operates these programs, which serve to keep students engaged and involved in their school site, while providing a sense of community. Interventionist counseling and anger management classes are also available.</p> <p>Child Development Programs coordinate with Early Head Start, Head Start, Sierra College Child Development Department, Cal-SAFE Academic Services, and Cal-LEARN to provide additional support. In addition PITC training through West Ed is provided.</p> <p>The Homeless Liaison, Melissa Parrett, coordinates services for homeless students county-wide, including counseling, community resources and academic support.</p>
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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 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

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

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

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

TITLE II, PART D

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

Strategies for using technology to improve academic achievement and teacher effectiveness.

Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

Collaboration with adult literacy service providers.

Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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.
- Have consequences that are fair, and developmentally appropriate.
- Considers the student and the circumstances of the situation.
- Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

will be used to make decisions about appropriate changes in programs for the subsequent year;

will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Holly Hermansen
Superintendent of Schools

Signature of Superintendent

September 12, 2012
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1 **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

Academic Performance Index (API)

<http://www.cde.ca.gov/psaa/api/index.htm>

California Basic Educational Data System (CBEDS)

<http://www.cde.ca.gov/demographics/coord/>

California English Language Development Test (CELDT)

<http://www.cde.ca.gov/statetests/celdt/celdt.html>

California High School Exit Exam (CAHSEE)

<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>

California Standardized Test (CST)

<http://www.cde.ca.gov/statetests/index.html>

□ DataQuest

<http://data1.cde.ca.gov/dataquest/>

School Accountability Report Card (SARC)

<http://www.cde.ca.gov/ope/sarc/>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

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

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

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

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C
All Stars TM	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 TM 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 (SCPPYA)	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
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C
Parenting Wisely	Parents				x		C

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

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:

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

APPENDIX E

Promising or Favorable Programs							
<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: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court 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				
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				
Social Decision Making and Problem Solving	10 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				
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