

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

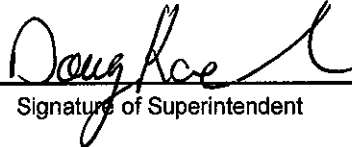
Local Educational Agency (LEA): Biggs Unified School District
County/District Code: 04614080000000
Dates of Plan Duration: 2015-2019
(should be five - year plan)
Date of Local Governing Board Approval: September 24, 2015


LEA Information:

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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.

Doug Kaelin
Printed or typed name of Superintendent 9/24/15 Date  Signature of Superintendent

Kari Wheeler
Printed or typed name of Board President 9/24/15 Date  Signature of Board President

**Local Education Agency Plan
Biggs Unified School District**

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Part I Background and Overview

Background

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

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

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

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

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

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

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

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

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

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

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

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

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

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

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

Federal Programs Checklist

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

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

State Programs Checklist

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

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): AG Incentive
X	Other (describe): Career Pathways CTE Grants (2)

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	73088	213588	253534	88
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	0	33073	30295	92
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	0	7026	6889	98
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education	0	59670	54707	92
21st Century Community Learning Centers				
Other (describe)				
Carl Perkins	0	7245	6900	95
REAP	20342	26927	43299	92
Total	93430	347529	395624	90

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Ag Incentive Grant BHS	0	13636	13636	100
Career Pathways Grants (2) BHS	196473	210000	406473	100
Total:	196473	223636	420109	100

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

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.

The Biggs Unified School District encompasses 135 square miles, which includes the communities of Biggs and Richvale and is in the heart of agricultural area. The town of Biggs lies 60 miles north of Sacramento and 20 miles south of Chico. The District serves 610 students in grades PK-12 across four schools: one 1-6 elementary, one PK-8 elementary, one 9-12 senior high school and one CDS program 7-12. The District also offers a small independent study program. Approximately 20% of the student populations are English language learners with the majority having Spanish as their primary language. Approximately 70% of the students qualify for the free and reduced lunch program district-wide.

Biggs Elementary is the only school in the district that receives Title I funding and is currently in year 3 of program improvement. BUSD is not a program improvement district. The high school is classified as a small nescceary school and receives specific funding.

All teachers in the Biggs Unified School District are considered highly qualified. The Biggs Unified mission statement underscores its commitment to students achieving their highest educational goals individually and within a culturally diverse setting. The district is also committed to providing a highly qualified staff and safe, clean and secure learning environment.

The goals adopted by the Board through the LCAP process and the mission statement are supported by the superintendent, and will prepare students for college and career readiness as set forth in the common core state standards as well as implementing a new assessment system to reflect these standards. With these goals in mind, Biggs Unified is looking forward to the future and can use the process of revising its LEA Plan to position itself to be successful in preparing its students for meaningful opportunities to choose from upon graduation from high school while building the structures and procedures to sustain long-term improvement in the district.

District Mission: The Biggs Unified School District is committed to our students achieving their highest educational goals in a culturally/individually diverse setting by providing a highly qualified staff and safe, clean and secure learning environment. All community members are expected to be an active part of the educational setting of the Biggs Unified School District.

District Goals:

1. Biggs Unified will provide Quality Teachers, Materials and Facilities.
2. Biggs Unified will Raise Post High School Preparations, Including College and Career Readiness for all Students.
3. Biggs Unified will Create A Safe, Supportive and Welcoming School Climate to Enhance the Academic, Social and Emotional Environment for Student Success.
4. Biggs Unified will Design Programs and Activities to Address Diverse Student Academic Needs.
5. Biggs Unified will Create a Celebratory School Environment that Engages Staff, Students, Parents and the Community.

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.

BPST- Basic Phonics Skills Test
Houghton Mifflin Curriculum Embedded Assessments
Standard Plus Common Core Edition Assessments and Integrated Projects
SBAC Interim Assessments
Reading Mastery (Direct Instruction) Embedded Assessments
McDougal Litel Curriculum Embedded Assessments
Saxon Curriculum Embedded Assessments
Key Data systems item bank through Illuminate
Sustain Silent Reading

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: The district will:</p> <ul style="list-style-type: none"> • Use state adopted materials K-8 and district adopted state standards-aligned materials in grades 9-12. • Align all instructional materials to state CCSS standards. • Use hiring practices that reflect a focus on standards-based instruction. • Use a teacher evaluation process based on the CA Standards for the Teaching Profession (CSTP) • Establish a standards-based grading criteria. • Assess students on standards in a standardized test format. <p>Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks</p> <p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students</p> <p>Maintain Library Services at the current staff levels</p> <p>Planned CCSS book adoption</p>	<p>Principals Teachers</p> <p>Superintendent and Personnel Services</p> <p>Superintendent Principals</p> <p>Timeline: Beginning 2015, Annually, 2015-2019</p> <p>Principals Teachers Beginning 2015 Annually 2015-2019</p> <p>Superintendent</p> <p>Superintendent Principals Fall 2015-2019</p>	<p>Purchase of adopted instructional materials.</p> <p>Training related costs.</p> <p>Administration Time</p> <p>Salaries & Benefits Books & Supplies</p> <p>Textbooks</p>	<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p> <p>To be determined annually based on availability of funds and approval of LCAP</p> <p>Varies dependent upon course and grade level \$100,000 - \$300,000</p>	<ul style="list-style-type: none"> • LCFF • Lottery • Title I <p>-LCFF Supplemental</p> <p>-LCFF Supplemental</p> <ul style="list-style-type: none"> • LCFF • Lottery
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students' K-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students</p>	<p>Principals Teachers Superintendent Fall 2015-on going</p>	<p>Training Time</p>	<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF • Lottery • Title I
<p>Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students</p>	<p>Principals Teachers Superintendent</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	
<p>Fully implement the explicit direct instructional (EDI) model and use SDAIE strategies with ELs. Use universal access materials within the adopted curriculum appropriate for different EL CELDT proficiency levels, students with disabilities, and economically disadvantaged students.</p>	<p>Principals Teachers Superintendent</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	
<p>Deliver explicit and systematic literacy instruction at all grad levels which include oral language, academic language development and extensive opportunities for reading/writing. We will target comprehension, informational text and writing to support CCSS implementation.</p>	<p>Principals Teachers Superintendent</p>			
<p>Site administrators will conduct 20 walkthroughs per month to verify instruction and use of materials.</p>	<p>Superintendent/Principals</p>			
<p>Use Illuminate system for formative assessments Implement Nurtured Heart Approach</p>	<p>Principals Teachers Superintendent</p>			
<p>Teacher release time to develop formative and summative assessments and data review.</p>				
<p>Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.</p>	<p>Principals Teachers Superintendent</p>			
<p>3. Extended learning time: Provide extended learning opportunities to assist targeted students</p>	<p>Principals Teachers Superintendent Time line Aug 2015-2018</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF • Lottery • Title I
<p>Summer school for credit recovery After school programs (ASES)</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Before and after school interventions provided by teachers For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process. Offer full day PK and Kentargraded classes at BES</p>				
<p>4. Increased access to technology: Purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites Add computer lab at high school for students use Elementary computer lab rotating schedule</p>	<p>Principals Teachers Superintendent Time line Aug 2015-2018</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF • Lottery • Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks. Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students</p>	<p>Principals Teachers Superintendent Time line Aug 2015-2018</p> <p>Principals Teachers Superintendent Time line Aug 2015-2018</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<p>-LCFF Supplemental</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process</p>	<p>Principals Teachers Superintendent Time line Aug 2015-2018</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<p>-LCFF Supplemental</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Articulation meetings between elementary and high school regarding transitions • Instructional aides in some classrooms o support instruction. • Parent education activities regarding literacy • resources/support for EL parents. • 	Superintendent Principals Teachers Instructional Aides Support staff Parents ELAC/DELACE Time line: Beginning 2015 Annually 2015-2019	Instructional aid salaries Parent education cost Intervention Program	To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP	-LCFF Supplemental
8. Monitoring program effectiveness: The District will monitor program effectiveness through the following activates <ul style="list-style-type: none"> • Annual review of achievement data at District and site levels (CAASPP, CAHSEE, CELDT). • Use of data assessment software for assessment and data analysis. • On-going review of district assessment data by teachers and administrators • Survey teachers about program effectiveness. • On-going administrative monitoring through walk through observations to assess curriculum and instructional practices. • School Site Council review of achievement data and development of the single plan for student achievement (SPSA). • Annual SSC and Board approval of the SPSA. 	Superintendent Principals Teachers Instructional Aides Support staff Parents ELAC/DELACE Time line: Beginning 2015 Annually 2015-2019	Duplication cost Clerical cost Cost of Data Analysis System	To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP	-LCFF Supplemental
9. Targeting services and programs to lowest-performing student groups:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The District will:</p> <ul style="list-style-type: none"> Identify low-performing students using assessments which include students performing below proficient on state and district assessments, not passing the CAHSEE or receiving failing grades. Provide K-12 research-based intervention programs/ strategies (i.e. Read Naturally, Earobics and Corrective Reading). Conduct periodic assessments to monitor student progress. Provide services in after and summer school programs. Provide CAHSEE intervention resources and programs. Provide instructional aide reading support in grades 3 and 4. Provide SES services in PI schools as required. Facilitate a Student Study Team (SST) process in schools. 	<p>Principals Teachers Counselor Instructional aides</p> <p>Timeline: Beginning 2015, Annually, 2015-19</p>	<p>Intervention programs Instructional Aide salaries Cost of Data Analysis System</p>	<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<p>-LCFF Supplemental</p>
<p>10. Any additional services tied to student academic needs: The District supports the core instructional program with the following services:</p> <ul style="list-style-type: none"> Class size reduction in K-3 with staff development about effective smaller class size strategies. School library use. Speech and Language Specialist support based on the individual education plan (IEP). Special education testing and support based on the IEP. Academic counseling for secondary students. Transportation for participation in after school programs as funding allows. 	<p>Psychologist Speech/Language specialist Special Ed Teachers Secondary Counselors</p> <p>Timeline: Beginning 2015</p>	<p>Class size reduction costs for additional teachers Salaries</p>	<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<p>-LCFF Supplemental</p>

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will:</p> <ul style="list-style-type: none"> • Use state adopted materials K-8 and district adopted state standards-aligned materials in grades 9-12. • Align all instructional materials to state CCSS standards. • Use hiring practices that reflect a focus on standards-based instruction. • Use a teacher evaluation process based on the CA Standards for the Teaching Profession (CSTP) • Establish a standards-based grading criteria. • Assess students on standards in a standardized test format. <p>Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks</p> <p>Continue implementing, with fidelity, adopted CCSS aligned K-12 Mathematics programs</p>	<p>August 2015- June 2019</p> <p>Superintendent</p> <p>Principals</p>	<p>Textbooks, Training, Materials</p>	<p>To be determined by site principals, SSC, and Board. Dependent upon availability of funds and approval of SPSA and LCAP.</p>	<p>-LCFF</p>
<p>2. Use of standards-aligned instructional materials and strategies: Fully implement the explicit direct instructional (EDI) model and use SDAIE strategies with ELs,. Use the universal access components of the adopted materials appropriate for different EL CELDT proficiency levels, students with disabilities , and economically disadvantaged students.</p> <p>Site administrators will conduct 20 walkthroughs per month to verify instruction and use of materials</p> <p>Update mathematics pacing guides and benchmark assessments</p> <p>Site administrators will check quarterly/trimester pacing/curriculum guides, benchmark assessments and actions plans to determine consistency of pacing throughout grade level, use of benchmark assessments and students proficiency on standards.</p>	<p>August 2015- June 2019</p> <p>Monthly September 2015- June 2019</p> <p>Superintendent</p> <p>Principals</p>	<p>Training cost</p> <p>Admin Time</p>	<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<p>-LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Schedule sessions on Wednesday collaboration meeting to update and align pacing guides and benchmark assessments</p> <p>Report Benchmark assessment results to the Board of Trustees</p> <p>Implement timely student study teams and/or student success teas (as needed), SARB, Collaborative Wed.</p> <p>3. Extended learning time: Summer School for credit recovery and enrichment (grades 9-12)</p> <p>Full Day PK and Kindergarten at BES After school tutoring and interventions provided by teachers</p>	<p>October 2015-June 2019 Benchmark-every trimester</p> <p>Superintendent Principal</p> <p>Quarterly October 2015-May 2-19 Principal</p> <p>September 2015-May 2019</p> <p>August 2015-June 2019 September 2015-May 2019 Superintendent Principals</p>		<p>To be determined by site SSC annually, based on availability of funds and approval of SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF Supplemental • Title I
<p>4. Increased access to technology: The district will:</p> <ul style="list-style-type: none"> • Use adopted programs technology resources. • Provide technology related intervention resources. • Provide data analysis software to monitor student progress. • Provide Cyber High School in Gds 9-12. • Provide increased computer access for students and parents • Provide web links for students and parents. • Utilize Kids.com resources in the after school program. • Continue to repair, purchase and update technology. • Maintain and update district and school websites. • Annually update the district technology plan. • Complete the CTAP survey annually. 	<p>Classroom Teachers Superintendent Principals Students</p> <p>Timeline: Beginning 2015-2016,</p>	<p>Computer hardware and software purchase</p> <p>Annual fee for Data analysis program</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP.</p>	<ul style="list-style-type: none"> • LCFF Supplemental • Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district will:</p> <ul style="list-style-type: none"> Develop an annual staff development calendar based on a needs assessment. Provide teachers training on the implementation of new adopted materials. Provide math curriculum/instruction strategies coaching K-8. Provide on-going training on effective instructional strategies to meet the needs of all students including EL students. Provide training on the implementation of Professional Learning Communities (PLC) Provide time for collaboration for PLC activities. Develop and implement a technology staff development plan for teachers. 	<p>Superintendent Principals Teachers Consultants/ Curriculum Coaches</p> <p>Timeline: Beginning 2015-2016, Annually, 2015-2019</p>	<p>BTSA expenses</p> <p>Training institute costs</p> <p>Stipends for presenters/facilitators</p> <p>Training materials and expenses.</p> <p>Consultant fees</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP.</p>	<ul style="list-style-type: none"> LCFF Supplemental Title I
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The district will:</p> <ul style="list-style-type: none"> Provide parents information about student performance on annual state tests. Provide parent access to AERIES for attendance and grades. Provide K-5 parents a standards-based report card per trimester and Gd 6-12 parents quarterly progress reports/semester report cards. Provide opportunities to participate on School Site Councils (SSC) and the District Advisory Committee (DAC) and LCAP. Provide a DELAC and ELAC at each school that includes parents. Provide parent notifications in English and Spanish. Maintain a district and school websites. Use ConnectED for parent communication. Disseminate school parent newsletters. Disseminate the School Accountability Report Card (SARC). Provide parent education in how to help their students in math 	<p>Superintendent Principals Teachers Clerical staff</p>	<p>Clerical time</p> <p>AERIES training</p> <p>Translation services</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP</p>	<ul style="list-style-type: none"> LCFF Supplemental Title I
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Articulation meetings between elementary and high school regarding transitions and Intergrade I readiness.</p> <ul style="list-style-type: none"> • Instructional aides in classrooms to support instruction in K-5. • School day/after school interventions for students at-risk for not passing CAHSEE. • CAHSEE diagnostic assessment in math. • Researched-based math interventions aligned to the core program • Parent education activities on how to help their students in math. • Resources/support for EL parents. 	<p>Superintendent Principals Teachers Support staff Parents ELAC/DELAC</p> <p>Timeline: Beginning 2015-2016, Annually, 2015-2019</p>	<p>Instructional aide salaries</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF Supplemental • Title I
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Annual review of achievement data at district and school levels (CAASPP, CAHSEE). • Use of data assessment software for assessment and data analysis. • On-going review of district assessment data by teachers and administrators • Survey teachers about program effectiveness. • On-going administrative monitoring through walk through observations to assess curriculum and instructional practices. • School Site Council review of achievement data and development of the single plan for student achievement (SPSA). • Annual SSC and Board approval of the SPSA. • DAC/LCAP annual review of data in LEA Plan update process. 	<p>Superintendent Principals Teachers</p> <p>School Site Councils</p> <p>District Advisory Committee (DAC) District LCAP Committee</p> <p>Timeline: Beginning 2015-2016, Annually, 2015-19</p>	<p>Duplication costs</p> <p>Clerical costs</p> <p>Data analysis system costs</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP</p>	<ul style="list-style-type: none"> • LCFF Supplemental • Title I
<p>9. Targeting services and programs to lowest-performing student groups:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The District will:</p> <ul style="list-style-type: none"> Identify low-performing students using assessments which include students performing below proficient on state and district assessments, not passing the CAHSEE or receiving failing grades. Provide research-based intervention programs/ strategies. Conduct periodic assessments to monitor student progress. Provide services in after and summer school programs or in elective courses at the secondary level. Provide math intervention K-12 for low-performing students. Provide SES services in PI schools as required. Provide CAHSEE intervention resources and programs. Facilitate a Student Study Team (SST) process. 	<p>Principals Teachers Counselor Instructional aides Timeline: Beginning 2015-2016, Annually, 2015-19</p>	<p>Intervention programs Intervention teacher costs Instructional Aide costs Data analysis system costs</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP</p>	<ul style="list-style-type: none"> LCFF Supplemental Title I
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Class size reduction in K-3 with staff development about effective smaller class size strategies. School library use. Special education testing and support based on the IEP. Academic counseling for secondary students. Transportation for participation in after school programs as funding allows. 	<p>Superintendent Principals Psychologist Special Ed Teachers Secondary Counselors Timeline: Beginning 2015=2016, Annually, 2015-19</p>	<p>Class size reduction costs for additional teachers Salaries</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA and LCAP</p>	<ul style="list-style-type: none"> LCFF Supplemental Title I

Performance Goal 2:

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant 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"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient 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>Biggs Unified School District provides programs in English Language Development and supports content areas with SDAIE strategies to help EL students gain proficiency in state standards. SDAIE classrooms assist students in meeting or exceeding standards. Pull out services allow all students the opportunity to receive additional instruction and help in reaching grade level standards. Bi-lingual paraprofessional support is available at the elementary school site.</p> <p>The districts uses Title III funds to provide Bi-lingual paraprofessional support to EL students. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals especially in math and reading.</p> <p>All students participate in state testing including CELDT and CAASPP Test to determine progress toward English proficiency and to determine progress toward meeting state standards. Results of these measurements are disaggregated to determine if LEP students have made adequate yearly progress. Assessment scores are used to plan and modify instruction at each site. Results are also reported to the school board, site council, English Language Advisory Committee and LCAP Committee. In addition, the CELDT test will be used for initial and annual assessment to determine if LEP students are meeting the district's benchmarks for increasing proficiency.</p> <p>The districts maintains a District Advisory Council (DELAC) that meets to discuss and to give input regarding programs and services. The DELAC meets a minimum of twice yearly to review programs.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The district is in the process of adopting CA treasure's program (K6) and Milestone (6-12) to support English Language Development and literacy grades K-12. All of these are research-based and aligned with student academic content standards. Teachers use SDAIE techniques and differentiated instruction as part of their daily teaching pedagogy. Ongoing formative and summative site assessments and the annual CELDT are used to measure increases in English Proficiency of students. Data from these and from State testing programs are analyzed and used to measure student achievement growth over time. The same data is used to plan and modify ongoing programs, staffing and services. EL students will have an English Language Profile that is update quarterly to show progress on ELD standards and appropriate interventions. The file will be shared with parents at parent conferences.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>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>Teachers in the Biggs Unified School District have been trained in SDAIE, CLAD and other programs that allow for specialized instruction to meet the needs of student who are limited English proficient. These reach based approaches are particularly useful in differentiating instruction using the district adopted programs referenced in items 2 on the previous page. All teachers met the legal requirements of CLAD, SB69 or SB395 certifications.</p> <p>On early release days , teachers participate in systematic and sequential staff development in current research trends regarding the most effective instructional strategies for accelerating the achievement of English Learners.</p> <p>Training on, and observation of consistent use of Explicit Direct Instruction and SDAIE strategies will be ongoing</p> <p>Principals are required to evaluate teachers using and instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: PK-12 teachers will provide deep systematic, explicit and direct ELD instruction which includes building academic language and literacy using ongoing assessments to monitor ELD progress differentiating core and ELD instruction using proficiency information from the CELDT and informal ELD assessments. PK-12 teachers will use scaffolding techniques that are appropriate for students' CELDT proficiency levels. District and site administrators will visit and observe ELA core and ELD classrooms regularly, in order to verify that all ELs are instructed in ELD and in the core ELA curriculum and that teachers are using strategies taught during professional development.</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<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>Check if Yes: X</p> <p>If yes, describe: Tutorials and vocational education opportunities occur before school, during lunch, after school and during the summer months to provide students with additional support in academic and vocational skills. In addition, specialists in speech and language and special education provide intensified instruction for identified students within the course of tier daily schedule.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The district collaborates with Migrant Education to provide teachers, parent liaison K-12 and summer school. Butte Community College offers ELD classes within the area.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The districts will standardize the delivery and support for English Language Development programs throughout the district. All programs and services for LEP students will focus on improving their English proficiency and academic achievement as described in the section above. Release time will be provided for teachers to collaborate and align ELD standards and ELA standards.</p>
<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>Check if Yes: X</p> <p>If yes, describe: All parents are encouraged to participate in site level and district level parent advisory groups. Parents are encourage to attend Family Literacy Nights, Family Math Nights, back to school nights and open house. Parent conferences are held at the PK-8 levels and have averaged 90%+ participation. ELAC/DELAC meetings will provide parents with information on how best to help children succeed academically.</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>Check if Yes: X</p> <p>If yes, describe: The district utilizes Illuminate to incorporate disaggregation of data to make decisions about program improvements. New computer labs have been added to each school site with time for students to access them.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes:</p> <p>If yes, describe:</p>

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

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	The district sends a letter to parents each year in their primary language that identifies the students as LEP based on the home language survey and the results of the CELDT test, and the requisite need to appropriate language instruction.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	The letter (that was addressed in 1a) shows the students language level proficiency, Academic achievement results are also included .
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;	Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions and individually if needed.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	Student ELD profiles list ELD proficiencies and interventions the student is currently assigned. Progression of the ELD profiles are shared with parents at parent conferences. The district uses CELDT results to inform parents of overall student proficiency. Discussions are held to determine most effective interventions based on this data.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	Through the use of SDAIE techniques among other, students will be assisted in learning English and meeting promotion and graduation standards. Method of instruction and assessment for the various English Learner programs will be explained at ELAC/DELAC meetings.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	The district notifies parents of all testing results of the CELDT, LAS (Primary Language Assessment), district benchmarks, CAHSEE and CAASPP testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and or reclassification.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	The district uses the CELDT test results and incorporates these results into the students IEP and parent input. The site administrator and the site special education teacher collaborate and review state test scores, CELDT scores, and other academic performances measures to help determine the appropriate language placement.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program that district is implementing. Written notification includes notification that parents can remove their child from any program upon request and encourages parents to seek additional information and assistance from district and site staff regarding alternative programs/service selection.
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;	See District English Learner Master Plan

Description of How the LEA is Meeting or Plans to Meet this Requirement	
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Required Activities	
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| 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. | |
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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.

The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.

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.

The district will notify parents with 30 days fo the notification to the district that the LEA has not made AYP. This notification will also include the reason for the failure to make adequate yearly progress.

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
<ul style="list-style-type: none"> • 100% of our teachers met the requirement of “highly qualified” according to the NCLB definition. • All teachers new to the profession participate in the two-year BTSA program. • All teachers have CLAD, BCLAD or SDAIE certification to qualify them to instruct EL students. • Differentiated instruction in English/language arts professional development has been provided for grades K-6. • The elementary principal has cleared her administrative credential • Initial training in Professional Learning Communities (PLC) has occurred for the elementary and middle school grade. • All elementary teachers have training in Reading Mastery 	<ul style="list-style-type: none"> • Use data to determine the need for professional development by content area. • Develop an annual professional development calendar aligned to district and school goals and needs. • Develop an on-going EL Program professional development program to include SDAIE training. • Provide further training in the implementation of the PLC structure for all grades and schools in the district. • Provide administrative training in the implementation of new adopted materials. • Provide professional development on use of technology resources aligned to instructional materials, use of data analysis software and the use of the student information system (AERIES). • Provide training on Response to Intervention (RTI). • Provide Walk Through Training for administrators. • Develop benchmark assessments for EL students. • Develop an EL professional development plan and provide training. <p>Provide opportunities for cross grade/school articulation.</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)

Descriptions	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>Administrators and teachers will conduct an annual professional development needs assessment of teachers, administrators, and instructional aides in relation to meeting the highly qualified criteria and student achievement of the State content standards. (K-8, Gds. 9-12 surveys)</p> <p>Professional development activities will be based on implementing a standards-based curriculum, instruction and assessment.</p> <p>BTSA training for teachers new to the profession is aligned with the CA standards for the Teaching Profession and the CA State Content Standards</p>	<p>Superintendent Principals Teachers SSC DAC</p>	<p>Clerical Translators</p> <p>District BTSA costs</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA.</p>	<ul style="list-style-type: none"> • Title I, Part A • Title III • LCFF Supplemental • Title I • LCFF Supplemental
<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>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district will consider all available resources when planning professional development to coordinate and maximize resources and meet program requirements. The District Advisory Committee (DAC) will review the appropriateness of allocation of funds and coordination of resources.</p>	<p>Superintendent Principals School Site Councils District Advisory Committee</p>	<p>Workshop expenses</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA.</p>	<ul style="list-style-type: none"> • Title I, Part A • LCFF Supplemental
<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: Planning will be based on an annual needs assessment that will include the evaluation of LEA Plan goals, SPSA goals, student achievement data and curriculum, instruction and assessment needs. The DAC will provide guidance regarding professional development. The district will provide activities/opportunities as funding allows with input from the School Site Councils to assure alignment with the SPSA.</p> <p>The district will use staff development days for professional development. Consideration will be made for the use of minimum days for professional development and collaboration.</p> <p>The district will track professional development participation of teachers and administrators.</p>	<p>Superintendent Principals School Site Councils District Advisory Committee</p>	<p>Travel/Conference Stipends for Presenters Workshop expenses</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA.</p>	<ul style="list-style-type: none"> • Title I, Part A • LCFF Supplemental
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>				
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The annual professional development survey will include all groups and review of the LEA Plan goals considered in planning by the District Advisory Committee (DAC) and School Site Councils for professional development.</p>	<p>Superintendent Principals School Site Councils District Advisory Committee</p>	<p>Clerical</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA.</p>	<p>-LCFF</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • 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; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>The district will review each of the categories above annually to determine professional development needs.</p> <p>Professional development for teachers will focus on:</p> <ul style="list-style-type: none"> • implementing the core program, instructional strategies and the use of student assessment data to meet the needs of all student groups as noted above. • classroom management and student behavior programs like Nurtured Heart Approach.. • use of interventions to help all children learn. • strategies for parent involvement and communication. • use of the Professional Learning Community (PLC) structure to use and analyze data to improve classroom practice and student learning 	<p>Superintendent Principals School Site Councils District Advisory Committee</p>	<p>Stipends for presenters and consultants Workshop costs</p>	<p>To be determined by site SSC annually based on availability of funds and approval of the SPSA.</p>	<ul style="list-style-type: none"> • Title I, Part A • LCFF Supplemental
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p>				

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
<ul style="list-style-type: none">* The district has a strongly enforced and well-publicized progressive discipline policy and dress code.* There is a clear set of emergency procedures. Practice drills conducted.* Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.* The physical environment is well maintained and classrooms have been update with technology.* Active Friday Night Live group grades 7-12* Parent Bully training offered* Athletes Committed Program* Nurtured Heart Approach training for staff and parents* Students are responsive and willing to participate.* A high percentage of students participate in extracurricular activities.* Site administrators make an effort to know students by name* Implements the Every 15 Minutes Program, Challenge Day, and FNL World Café as opportunities for student input and involvement* Provide Freshman Orientation* Numerous opportunities for student involvement (at least 50% of students participate in some club) i.e. Associated Student Body (ASB), Future Farmers of America (FFA), Friday Night Live (FNL) and Club Live clubs	<ul style="list-style-type: none">* A sensitivity of different cultures in order to heighten parent involvement* Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created* Tolerance activities are not systematically integrated into learning activities.* Conduct student focus groups to get more input about the issues identified by the CHKS data and other related school issues

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
<ol style="list-style-type: none">1. Multiple opportunities for student involvement in leadership roles and extracurricular activities2. Nurtured Heart Approach training for staff and parents.3. District SARB process to assist families of students who are truant, and or have behavior/discipline problems.3. Athletes Committed training for athletes and parents4. Counseling through behavior health

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
<ul style="list-style-type: none"> * There is an ongoing data collection on ATODV through the CHKS, and district surveys. Additional information is gathered on crime incidents, expulsion, suspensions, discipline records and survey's. * Safe School plans are coordinated with fire department * Local county agencies provide services to at risk students and their families in counseling related to tobacco, drug, and alcohol abuse. * Yearling training for Nurtured Heart Approach. * CHKS showed majority of students feel safe at all grade levels 	<ul style="list-style-type: none"> * Completions of safe school pathways * All new staff members need training on Nurtured Heart Approach. * Increase alcohol education for 7-9 grades

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: Spring 2015 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 6% 7th: 11%	5th: 2% 7th: 3%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 3% 9th: 9% 11th: 16%	7th: 3% 9th: 3% 11th: 3%
The percentage of students that have used marijuana will decrease biennially by:	5th: 11% 7th: 15%	5th: 3% 7th: 3%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 16% 9th: 23% 11th: 24%	7th: 3% 9th: 3% 11th: 3%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 3% 9th: 15% 11th: 27%	7th: 3% 9th: 3% 11th: 3%
The percentage of students that feel very safe at school will increase biennially by:	5th: 38% 7th: 47% 9th: 64% 11th: 76%	5th: 3% 7th: 3% 9th: 3% 11th: 3%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 8% 9th: 11% 11th: 13%	7th: 3% 9th: 3% 11th: 3%

Truancy Performance Indicator	Most recent date: May 2015 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 5% 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</p>	15%	5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Spring 2015 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: 60% 7th: 40% 9th: 27% 11th: 38%	5th: 10% 7th: 10% 9th: 10% 11th: 10%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: 63% 7th: 59% 9th: 44% 11th: 61%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: 17% 7th: 20% 9th: 15% 11th: 16%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: 67% 7th: 51% 9th: 42% 11th: 66%	5th: 5% 7th: 5% 9th: 5% 11th: 5%

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 (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

Program 1	
Science Based Program Name:	Project Toward No Tobacco Use (TNT)
Program ATODV Focus:	T
Target Grade Levels:	4-5
Target Population Size:	70
Purchase Date:	10-1-2015
Staff Training Date:	11-1-2015
Start Date:	1-1-2016
Program 2	
Science Based Program Name:	Life Skills
Program ATODV Focus:	AODT
Target Grade Levels:	6-8
Target Population Size:	100
Purchase Date:	1-1-2016
Staff Training Date:	2-1-2016
Start Date:	8-1-2016
Program 3	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

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

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

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	YD	7-12
X Conflict Mediation/Resolution	V	9-12
X Early Intervention and Counseling	ATODV	9-12
X Environmental Strategies	A (FNL & Club Live)	7-12
X Family and Community Collaboration	ATODV	K-12
X Media Literacy and Advocacy	A and T (FNL & HS TUPE)	7-12
X Mentoring	A (FNL 7 CLUB LIVE)	7-12
X Peer - Helping and Peer Leaders	YD (cross age tutoring)	7-12
X Positive Alternatives	A (FNL & Club Live)	K-12
X School Policies	ATODV	7-12
X Service - Learning/Community Service	A (FNL & Club Live)	7-12
X Student Assistance Programs	ATODV	7-12
X Tobacco - Use Cessation	T	9-12
X Youth Development Caring Schools Caring Classrooms	A (FNL & Club Live), Class meetings, ASB, FFA	K-12
Other Activities		

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

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

The BUSD completed a careful review of all available data on the use of drugs and alcohol from the CA Healthy Student Survey and UMIRS data by the combined High School, Elementary School Site Councils in May 2015. The combined council prioritized the needs of the district for Goal 4 according to its strategic planning process described by Principles of Effectiveness and prior to examining available research-based programs and planning a program that would meet the requirements of the Safe and Drug Free Schools and TUPE programs youth.

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 LEA will conduct pre and post measurements included with selected model programs as well as implement a tracking form to ensure the implementation of model programs meeting fidelity standards. Additionally, BUSD will conduct the California Healthy Student Survey biennially. The results of all of these assessments will be examined on an annual basis in preparation for a Goal 4 update.

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 Biggs Unified School District will annually review the SDFSC and TUPE performance goals. The evaluation of the SFSC and TUPE programs will follow the guidelines described for each program. Site Administrators and/or SDFSC and TUPE program coordinators will report the progress of the goals to the District Advisory Council, Site Councils, and BUSD Board. When appropriate, the results will be made public through the school newsletter, BUSD web site's SARC report, and BUSD Board minutes.

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])

Biggs USD District Advisory Committee (DAC) will annually evaluate the need of each site for the use of SDFSC. Funds will be distributed based on need.

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 DAC, Superintendent and school administrators will coordinate programs at annual DAC meetings and communication with the Butte COE SDATE coordinator

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.

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.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and volunteering on committees such as DAC, LCAP, and School Site Committee. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communication through the beginning of the year welcome packages and our parent newsletters will continue to inform parents of a variety of issues and report our survey results yearly. A Parent/Teacher/Student Compact is signed by all parties each year. Other notification procedures on such issues as Safe School Status are in place to meet the required timelines indicated by NCLB.

**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.

5.1 (High School Graduates)	
Activities/Actions	All students are assigned an advisor on entering school. A four year academic plan is completed and updated. A counselor works with the advisor/student to help assess the students progress.
Students Served	All 9-12 Students
Timeline/ Person(s) Involved	The counselor meets with all new students who enter high school. The teacher/advisor meets with the student throughout the year. Administrators, counselors and parents meet as needed.
Benchmarks/ Evaluation	The school will increase its graduation rate by 3% by 2017
Funding Source	LCFF
5.2 (Dropouts)	
Activities/Actions	Student Study Teams Counseling support Target Tutoring Data analysis activities Alternative education setting and Independent Study SARB Counselor- Butte County behavior health
Students Served	All students
Timeline/ Person(s) Involved	District and Site Staff and Administrators Probation Butte County Mental Health
Benchmarks/ Evaluation	The dropout rate will decrease by 5% by 2017. Identified students will go through SARB
Funding Source	LCFF
5.3 (Advanced Placement)	
Activities/Actions	2 AP classes are offered at Biggs High School. New Honors classes have been added Train more teachers in Advanced Placement Use of on-line programming Partnership with community and 4-year colleges
Students Served	Gifted and Talented Education Students
Timeline/ Person(s) Involved	BHS Administration BHS Counselor Butte College
Benchmarks/ Evaluation	Increase the number of students taking AP/College classes by 3%.
Funding Source	LCFF

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."

The number of children eligible for free/Reduced Price Lunch Programs

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under 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; • Or a composite of the above. 	Number of children eligible for Free/Reduced Price Lunch programs;
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	All schools with a 75% or above poverty level are funded

Additional Mandatory Title I Descriptions

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

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

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

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

The LEA Plan sets goals for all schools to support improved student achievement. Each site develops the SPSA goals to align with the LEA Plan. Categorical Funds are dispersed to schools through a grade span ranking determination. The district also supports schools financially by adding general funds.

The district supports Title I schools in completing a comprehensive needs assessment by providing student achievement data and supporting administration, teachers and School Site Councils with data analysis. The schools are supported in identification of effective scientifically-based instructional methods and strategies by providing information and supporting professional development. All teachers and instructional aides meet highly qualified NCLB requirements. Parents are encouraged to be involved in decision-making and school activities through the work of the DAC, SSC, DELAC and ELAC.

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

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

N/A

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

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

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

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The district supports the school in the required parent notifications. Letters are sent to students within two weeks of the start of school as results are available. The letter identifies the school in PI and the parents right to transfer to a school not in PI and have paid transportation. The letter also identifies the right to receive supplemental services and gives instructions on how to request either or both options.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The district will identify schools of choice and available supplemental services annually and process the requests at the District Office. All students in the PI school are notified and given the option for choice and/or supplemental services. Selection is based on the same low-income criteria used to rank schools and all students who apply will be served until funding is exhausted. If additional funding is available from other sources, then more students will be served.

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."

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The LEA uses EDJOIN through Butte COE, the university and newspapers to advertise openings. All teachers, administrators and instructional aides are required to meet NCLB and state credentialing qualifications. The district uses a BTSA Program to provide professional development and support for teachers new to the profession.

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

The district supports the collaboration between the schools of parent education and involvement resources and strategies through the DAC, school site councils and DELAC and ELAC committees.

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.

Increased Program Effectiveness

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

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

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

The district administration coordinates district, Butte COE and other local agencies to maximize resources and services. These include Butte COE programs: Migrant Education Kids.com (after school program), BCOE SDFSC coordinator, School Ties homeless support, the ELD Network and SELPA. Other coordination occurs with the Oroville Adult Education for ESL Adults in the district, Club de Padres and the Biggs USD Foundation. programs. On-going coordination takes place between the Superintendent, site principals, the DAC, SSC, ELAC, DELAC and parent organization meetings.

Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 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:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- 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.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Doug Kaelin

Printed or typed name of Superintendent

Date

Signature of Superintendent

Local Educational Agency Plan Biggs Unified School District

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.

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Appendix B

Links to Data Websites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- 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>

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

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

**Intended program outcomes and target grade levels.
See research for proven effectiveness**

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	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	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

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

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

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	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	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	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,
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,

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Appendix D

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

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

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 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

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

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	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	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	37	36	97.3	36	2354.6	8	11	17	64
Grade 4	38	38	100.0	38	2383.5	3	8	26	63
Grade 5	52	52	100.0	52	2442.8	8	17	27	48
Grade 6	46	46	100.0	46	2467.0	9	17	24	50
Grade 7	58	55	94.8	55	2489.6	5	24	24	47
Grade 8	52	51	98.1	51	2514.7	6	24	25	45
Grade 11	34	24	70.6	24	2562.9	13	38	21	29
All Grades	317	302	95.3	302		7	19	24	50

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6	42	53	11	31	58	6	58	36	11	36	53
Grade 4	3	26	71	3	39	58	0	66	34	5	53	42
Grade 5	8	42	50	12	42	46	8	62	31	10	56	35
Grade 6	9	35	57	11	41	48	7	67	26	15	52	33
Grade 7	9	40	51	13	42	45	15	56	29	11	53	36
Grade 8	10	45	45	16	49	35	6	65	29	12	55	33
Grade 11	21	63	17	25	38	38	8	67	25	17	50	33
All Grades	9	41	51	12	41	47	7	63	30	11	51	37

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	37	36	97.3	36	2380.4	3	17	33	47
Grade 4	38	38	100.0	38	2399.2	5	0	34	61
Grade 5	52	52	100.0	52	2436.7	2	12	27	60
Grade 6	46	45	97.8	45	2452.8	7	9	33	51
Grade 7	58	55	94.8	55	2465.1	4	16	24	56
Grade 8	52	51	98.1	51	2478.8	4	12	27	57
Grade 11	34	27	79.4	27	2528.9	0	11	37	52
All Grades	317	304	95.9	304		4	11	30	55

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8	39	53	17	33	50	6	44	50
Grade 4	5	18	76	3	24	74	5	18	76
Grade 5	6	25	69	8	37	56	4	33	63
Grade 6	7	22	71	9	29	62	13	36	51
Grade 7	9	29	62	9	49	42	7	58	35
Grade 8	4	33	63	8	49	43	8	49	43
Grade 11	4	44	52	7	59	33	4	59	37
All Grades	6	29	64	9	40	52	7	42	51

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			*****	***	*****	***					*****
2			1	25	1	25	2	50			4
3							*****	***	*****	***	*****
4			1	17	3	50	2	33			6
5			2	33	1	17	3	50			6
6			1	20	4	80					5
7					*****	***	*****	***			*****
8	1	17	4	67	1	17					6
9					*****	***					*****
10			3	50	1	17	2	33			6
11			*****	***							*****
12					*****	***					*****
Total	1	2	14	30	18	38	13	28	1	2	47

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	25	4	50	2	25	8
1			1	13	4	50	2	25	1	13	8
2			3	43	1	14	3	43			7
3			2	29	1	14	3	43	1	14	7
4	1	11	3	33	3	33	1	11	1	11	9
5	2	22	3	33	1	11	1	11	2	22	9
6					1	17	3	50	2	33	6
7	1	11	5	56	2	22			1	11	9
8			*****	***	*****	***					*****
9			2	40	2	40	1	20			5
10					*****	***					*****
11			4	57	2	29	1	14			7
12	2	40	3	60							5
Total	6	7	27	33	21	25	19	23	10	12	83