

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the **Local Educational Agency Plan**

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

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): **Black Oak Mine Unified School District**

County/District Code:

Dates of Plan Duration (should be five-year plan): **January 25, 2018 – June 30, 2023**

Dates of Local Governing Board Approval: **February**

District Superintendent: **Jeremy Meyers**

Address: **6540 Wentworth Springs Road**

City: **Georgetown** Zip code: **95634**

Phone: 530-333-8300

Fax: **530-333-8303**

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.

Jeremy Meyers

Printed or typed name of Superintendent

Date

Signature of Superintendent

William Drescher

Printed or typed name of Board President

Date

Signature of Board President

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act</i> (IDEA), Special Education		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):	X	School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	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				
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				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				

TOTAL				
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DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	LCFF	LCFF	
EIA – Limited English Proficient				
School and Library Improvement Block Grant	0	LCFF	LCFF	
After School Education and Safety Program				
Child Development Program				
Educational Equity				
Gifted and Talented Education	0	LCFF	LCFF	
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe) – Art & Music Block Grant	0	LCFF	LCFF	

TOTAL	0			
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Part I: 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/LCAP 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

Mission Statement

***Our mission** is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills.*

***Our vision** is to provide the opportunity for all students to be healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.*

Profile

The Black Oak Mine Unified School District ADA (1076), joins with the Georgetown Divide Community to provide a high quality education in a healthy and safe environment. We are pleased to provide information and resources to the parents and communities we serve, and to those considering moving to the Georgetown Divide. The "Divide" is a landmass dividing the north and south forks of the American River and covers 412 square miles. Currently, B.O.M.U.S.D. is home to six schools, which serve a diverse economic background, Golden Sierra Junior Senior High School (7-12), Northside School and Georgetown School, two elementary schools (Tk-6), American River Charter (TK-12), and Otter Creek, the district's necessary small school (TK-5th). The student demographics include: 2.7% Native American, .6% Asian, .4% Black or African American, 9.4% Hispanic, 85.4% White and 2.1% other. .7% of our students are English Learners, 45.6% of our students are Socioeconomically Disadvantaged and .4% are Foster Youth. The educational outreach of the Black Oak Mine Unified School District continues to be compromised by the fiscal recession of (2008-9) that resulted and continues to affect the progress of K-12 education. B.O.M.U.S.D. has been fortunate that its membership is comprised of staff who continually think outside the box in regards to meeting the diverse needs of an economically challenged population through creative pairings with services in partnering districts and the El Dorado County Office of Education.

Our community is integral to the success of our students and schools. Families are the foundation for student success and as such families are active partners in shared decision making. Black Oak Mine Unified School District's Goals for Excellence in keeping with our mission of preparing students for college and career, our district priorities, actions, and allocation of resources have been inspired by our efforts to identify best practices and close the achievement gap. We have directed professional development toward using data to drive decisions, and provide access to the development of Common Core State Standards (CCSS) for all student groups on key indicators of student achievement. Embedded in the goals in this document are the following areas of focus.

- Exceptional Citizens-establish partnerships with our families and community to increase academic success through citizenship
- Resourceful Learners- Implement strategies to engage students in their own learning and interventions to eliminate barriers to student success
- Lifelong Learners- increase academic achievement of all students through effective instructional and best practices.
- Curious and Imaginative Learners- increase academic achievement through a challenging and engaging curriculum
- Effective Communicators -
- Healthy Individuals- ensure that all systems are responsive to the needs of our students and their families through the equitable allocation of resources and programs that enable every student to succeed.
- Academically Responsible Students- instill responsibility in our students for their own learning

Data Driven Reform/Fiscal Conditions/ Special Programs

The educational outreach of the Black Oak Mine Unified School District has been compromised by the fiscal recession of (2008-9) that resulted and continues to effect the progress of K-12 education. B.O.M.U.S.D. has been fortunate that its membership is comprised of staff who continually think outside the box in regards to meeting the diverse needs of an economically challenged population through creative pairings with services in partnering districts and the El Dorado County Office of Education.

This approach has been leveraged in order to ensure we continue to educate the whole child in safe and modernized facilities. As a result, we continue to strive to

- Reduce class size
- Offer breakfast and healthy lunches to all students
- Maintain a library program at each school
- Develop a music program and expand the program each year
- Offer technology and keyboarding instruction and develop benchmark standards that reflect this instruction
- Offer academic support and enrichment in before and after school programs
- Offer school garden programs with gardening and nutrition education
- Offer Middle and high school sports athletic programs
- Offer College and Career advisers and access to A-G as well as AP educational options

- Offer Family engagement programs, community building events, and parent education workshops

BOMUSD Local Control Accountability Plan (LCAP)

The Local Control and Accountability (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the LCFF supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Section 2).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district’s strategic plan. Black Oak Mine’s LCAP focuses on the goals and actions steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BOMUSD’s Local Control and Accountability Plan strategic district goals are reflected in the following three LCAP Goals

LCAP Goal 1: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

LCAP Goal 2: Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school, college and career readiness.

LCAP Goal 3: Reduce the achievement gap by ensuring that all systems are culturally, linguistically, and equitably responsive to the needs of our students.

Parent Involvement and Engagement

BOMUSD utilized multiple strategies to engage all stakeholders in the process to give input into the priorities and goals of the Local Control Accountability Plan (LCAP). Members of the school community, parents, teachers, administrators, staff, students, and employee groups are invited to learn more about LCFF and LCAP and to participate in activities that inform the planning process. BOMUSD has a link on it's webpage to LCAP. Additionally, stakeholders (Parents, students, community members and staff) participated in an electronic survey to provide feedback on LCAP's features.

Annual Review & Analysis

For each goal from 2017-2018 LCAP, stakeholder groups reviewed the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the original goal. The stakeholders reviewed the district’s data and budget, then recommended modifications to the proposed actions/services and expenditures based on reviews, discussions, and data analysis. Subsequently, this year's LCAP reflects modifications of previous measurable outcomes and metrics. The modifications were adjusted to align with new metrics such as the California Dashboard, Computer Assisted

Technology Software such as Lexia Reading, ALEKS Math, and Accelerated Reader, Smarter Balanced Assessment Consortium (SBAC) and other goals and outcomes in regards to academic achievement and reduce the achievement gap.

Black Oak Mine Unified School District is committed to providing quality programs and activities that meaningfully engage parents in all facets of their children's education and strengthen school-family partnerships for student learning. Black Oak Mine Unified School District is also committed to supporting school sites with their parent engagement, the district has made family and community involvement a top priority.

Black Oak Mine Unified School District worked with three key stakeholder groups, School Site Councils and Parent Advisory (PTA), Curriculum Council, and Superintendent's Cabinet. The district convened a series of meetings for these groups to provide input on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with opportunities to learn about LCFF.

Local Measures of Student Performance

(Other than State-level assessments)

The Black Oak Mine Unified School District (BOMUSD) will continue to implement a consistent process for periodically measuring student progress toward achieving student academic achievement standards. One of the most powerful tools in driving instruction is a balanced assessment framework which includes benchmark and interim assessments. The benchmark/interim assessments assess ELA and mathematics standards of a particular grade given at strategic points throughout the year. These assessments allow teachers to make informed instructional decisions to improve student achievement, they define essential standards to be taught in upcoming units-of study and provide the opportunity for teachers to reflect on their own instruction and practice to get better results.

The benchmark/interim assessment data coupled with other student performance evidence, inform teachers and staff about the student learning progress. Through the data inquiry at the schools using a collaborative inquiry process, the teachers and staff plan what instructional adaptations need to be taken to promote further learning.

The strategic plan outlines clear strategic objectives, which form the basis of the work at the central office, sites and classrooms. In the area of English Language Arts and Mathematics the following objectives support performance:

- Develop Common Core State Standards (CCSS)-aligned instruction and curriculum in language arts that captures student interest, incorporates an appreciation of diversity, and motivates and challenges each child - regardless of ability level - to higher achievement.
- Develop clear expectations about what students need to know and master at every grade level.
- Develop instruction and curriculum that connects student learning to the real world of work.
- Invest in professional learning for teachers, support staff, and administrators that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
- Build teachers' and administrators' capacity to use the formative assessment process to inform teaching and learning.
- Build teachers' and administrators' capacity to develop school/family partnerships that focus on student learning.

Part II: Needs Assessment

California State Dashboard Results

Initial indicators from the state dashboard for BOMUSD have identified needs for improvement in academic achievement for English language arts and Mathematics for all students, increased graduation rates and in particular reduction of suspension rates for under served populations (socioeconomically disadvantaged, students with disabilities and Hispanics) as well as improved attendance rates for those same subgroups.

Student Performance

Our greatest area of need as identified by the California State Dashboard Results is in further improving the academic outcomes for our overall student body and specific subgroups: Socioeconomically Disadvantaged Students (SED) and Students with Disabilities (SWD).

The California School Dashboard indicated an overall performance of 39.7 points below level 3 in ELA and 52.3 points in Math. Students who are economically disadvantaged and Students with Disabilities are furthest away from the state standard in English-Language Arts and Mathematics in Grades 3-8 as evidenced with scores of 61.4 points below in ELA and Students With Disabilities are 89.2 points below in ELA respectively. Similar scores are evidenced in Math with SED students scoring 71.2 and SWD scoring 106.9 points below in Math.

Local assessment results, those that do not lag a year behind CAASPP, indicate steady growth overall. BOMUSD uses STAR 360 as a tool to guide data driven instructional practice. Comparative STAR 360 results between 16-17 and 17-18 indicate steady growth (movement from the lowest percentile --below 25% proficient toward each successive percentile) in both Reading and Math for grades 3-8 overall and in under-served subgroups.

Analysis of Needs Reveal

To address these needs we will continue to focus on Response to Instruction and Intervention and attention to Multi-Tiered Support System coordination of services implementation as well as personalized learning plans for students who are more than one-year behind academically, with a focus on small group instruction for Socioeconomically Disadvantaged Students and Students with Disabilities, as shown by their California Assessment of Student Performance and Progress/CAASPP scale scores (2016-17).

BOMUSD will continue implementation of district wide Response to Intervention programs in English Language Arts and Mathematics for identified students and students with disabilities. Additionally, we will continue to offer Academic Support and Academic Intervention courses in middle and high school and continue to maintain funding of school wide academic interventions to close the achievement gap in identified sub groups through the use of computer assisted technology (computer software--ALEKS, LEXIA, and Study Sync) that provides individualized learning and personalized goals for at risk learners) and provides small group instruction.

School Connectedness and Attendance

In reviewing our California Healthy Kids Survey (CHKS) and local family survey data on connectedness to school, we found our students and families reporting feelings of school connectedness at elementary school level, but these feelings declined in middle school and high school.

The suspension rate for all students according to the California Dashboard was in the yellow range overall with Socioeconomically Disadvantaged scoring 6.7 a reduction from a 9.3 Spring 2017 score and Students with Disabilities scoring 9.2 a reduction from a 13.11 Spring 2017 score. Although this is an improvement these subgroups remain farthest from the dashboard level 3 target.

School Attendance data reveals no change in the average annual attendance rate. Our baseline goal for 17-18 was 94.3 % with an annual increase of 1%. The current attendance rate reported on the California Dashboard is listed as 94.32 % demonstrating no change overall. Black Oak Mine received heavy snow during the winter semester which created attendance declines in three of it's six sites.

Analysis of Needs Reveal

We will be focusing on school climate and culture through continued efforts using Restorative Practices, a BOMUSD Passport to Success Program, a program that builds connections with the 6th grade classes at elementary sites and Golden Sierra Junior High students, through family nights and school-wide community events. These programs were designed to increase school connectedness and decrease suspensions for the targeted subgroups above (SED, SWD). In addition, we will expand our efforts and opportunities to engage with our families to ensure they feel welcome and included in their child's education. We will also continue coordination of our multi-tiered support system (MTSS) our (Family and School Support/Adverse Childhood Experience) FASST/ACES/WELLNESS Team which began with a focus on evaluating and prescribing district social emotional health and learning programs such as our ERMHS counseling, Primary Intervention and Support, School Counseling and New Morning Mental Health Services. Plans to expand this program through continued district wide development of positive culture at each site through further Positive Behavior Intervention and Supports (PBIS) Tier II training with our SELPA and piloting (Toolbox) Social Emotional Learning (SEL) program at a primary site are designed to help foster skills in students of resiliency and self regulation. The staff's highest three priorities for Activities, Services and Expenditures were the same as for the parents. For the staff, the fourth highest priority, not too far behind interventions for low-achieving students, was "counseling and other student support services."

This information from the needs assessment, coupled with our student assessment data, provides the key support for our LCAP/ LEA decisions.

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

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 and mathematics.

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

LCAP Goal 2: Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school, college and career readiness.

LCAP Goal 3: Reduce the achievement gap by ensuring that all systems are culturally, linguistically, and equitably responsive to the needs of our students.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ highly qualified teachers as well as ensure all teachers appropriately credentialed and trained	Employed highly qualified teachers as well as ensure all teachers appropriately credentialed and trained	1000-1999: Certificated Personnel Salaries Base \$2,336,042	1000-1999: Certificated Personnel Salaries Base \$2,441,235

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		3000-3999: Employee Benefits Base \$869,840	3000-3999: Employee Benefits Base \$906,092
		1000-1999: Certificated Personnel Salaries Other \$35,911	1000-1999: Certificated Personnel Salaries Title II \$22,208
		3000-3999: Employee Benefits Other \$7,223	3000-3999: Employee Benefits Title II \$7,048

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure new teachers are provided Beginning Teacher Support (BTSA)	Provided six teachers BTSA support	BTSA Support Providers and Release Time 1000-1999: Certificated Personnel Salaries Other \$3,520	1000-1999: Certificated Personnel Salaries Other \$19,815
		3000-3999: Employee Benefits Other \$629	3000-3999: Employee Benefits Other \$1,323

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Science, Technology, Engineering, Math (STEM) and Visual and Performing Arts (VAPA) activities and assemblies outside and inside the school day in grades TK-6.	Provided Science, Technology, Engineering, Math (STEM) and Visual and Performing Arts (VAPA) activities and assemblies outside and inside the school day in grades TK-6.	STEM after school activities 1000-1999: Certificated Personnel Salaries Base \$3,000	STEM after school activities 1000-1999: Certificated Personnel Salaries Base \$6,000
		3000-3999: Employee Benefits Base \$536	3000-3999: Employee Benefits Base \$1,907
		VAPA/STEM Assemblies 1000-1999: Certificated Personnel Salaries Supplemental \$27,300	VAPA/STEM Assemblies 1000-1999: Certificated Personnel Salaries Supplemental \$12,805
		3000-3999: Employee Benefits Supplemental \$4,881	3000-3999: Employee Benefits Supplemental \$2,290
		VAPA/STEM Assembly Supplies 4000-4999: Books And Supplies Supplemental \$2,000	VAPA/STEM Assembly Supplies 4000-4999: Books And Supplies Supplemental \$1,500

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		VAPA/STEM Assembly performances and services 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000	VAPA/STEM Assembly performances and services 5000-5999: Services And Other Operating Expenditures Supplemental \$9,600
		Transportation of Otter Creek Students to participate on the assemblies 5700-5799: Transfers Of Direct Costs Supplemental \$1,092	Transportation of Otter Creek Students to participate on the assemblies 5700-5799: Transfers Of Direct Costs Supplemental \$755

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support math teachers in grades TK-12 transitioning to the State Standards.	Purchases Renaissance Real Time	Renaissance Hosting Free and Accelerated 4000-4999: Books And Supplies Other \$7,200	4000-4999: Books And Supplies Other \$6,568

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student access, instruction and materials in the new Common Core English Language Arts curriculum for grades TK-6.	Purchased Benchmark	Benchmark 4000-4999: Books And Supplies Base \$10,000	4000-4999: Books And Supplies Base \$9,063

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Library Clerk at Georgetown and Northside and a Librarian at Golden Sierra	Provided Library Services	.8 Library Clerk 2000-2999: Classified Personnel Salaries Supplemental \$23,321	.8 Library Clerk 2000-2999: Classified Personnel Salaries Supplemental \$23,693
		.5 Librarian 1000-1999: Certificated Personnel Salaries Supplemental \$31,910	.5 Librarian 1000-1999: Certificated Personnel Salaries Supplemental \$32,229

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		3000-3999: Employee Benefits Supplemental \$24,602	3000-3999: Employee Benefits Supplemental \$25,895
		Follett Library Software 5000-5999: Services And Other Operating Expenditures Supplemental \$3,150	Follett Library Software 5000-5999: Services And Other Operating Expenditures Supplemental \$3,128

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instruction in technology schools that promote the development of 21st Century College and Career readiness.	Provided instruction and tools in technology schools that promote the development of 21st Century College and Career readiness.	1.0 Technology Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$74,088	1.0 Technology Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$74,830
		3000-3999: Employee Benefits Supplemental \$23,454	3000-3999: Employee Benefits Supplemental \$25,382
		work toward 1:1 technology access to allow students typically without access the ability to be 21st century learners as well as a platform to be able to utilize modern intervention platforms. 4000-4999: Books And Supplies Supplemental \$15,000	work toward 1:1 technology access to allow students typically without access the ability to be 21st century learners as well as a platform to be able to utilize modern intervention platforms. 4000-4999: Books And Supplies Supplemental \$54,864

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instruction to students in music curriculum	Provided instruction to students in music curriculum	1.0 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$59,023	1.0 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$60,108
		3000-3999: Employee Benefits Base \$20,760	3000-3999: Employee Benefits Base \$20,865

Action 9

Planned

Actual

Budgeted

Estimated Actual

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Actions/Services	Actions/Services	Expenditures	Expenditures
Provide Early Childhood Development and School Readiness	Provided Early Childhood Development and School Readiness	Early Childhood Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$1,500 Release time for professional development, kinder-camp, and assessment 1000-1999: Certificated Personnel Salaries Supplemental \$2,060 3000-3999: Employee Benefits Supplemental \$636 Early Childhood Training and collaboration 5000-5999: Services And Other Operating Expenditures Supplemental \$400	Early Childhood Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$1,500 Release time for professional development, kinder-camp, and assessment 1000-1999: Certificated Personnel Salaries Supplemental \$2,060 3000-3999: Employee Benefits Supplemental \$636 Early Childhood Training and collaboration 5000-5999: Services And Other Operating Expenditures Supplemental \$400
		Services And Other Operating Expenditures Supplemental \$400 Early Childhood Supplies & Printing 4000-4999: Books And Supplies Supplemental \$1,000 In-coming Kindergarten "Ride the Bus" 5700-5799: Transfers Of Direct Costs Supplemental \$200	Services And Other Operating Expenditures Supplemental \$400 Early Childhood Supplies & Printing 4000-4999: Books And Supplies Supplemental \$1,000 In-coming Kindergarten "Ride the Bus" 5700-5799: Transfers Of Direct Costs Supplemental \$200

Action 10

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide College & Career Counseling	Provided College & Career Counseling	.8 Counselor 1000-1999: Certificated Personnel Salaries Base \$71,383 3000-3999: Employee Benefits Base \$20,930 .2 Counselor 2000-2999: Classified Personnel Salaries Other \$17,846	1.0 Counselor 1000-1999: Certificated Personnel Salaries Base \$90,538 3000-3999: Employee Benefits Base \$26,166 see above-all base funding
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional Career Technical Education Supports & College Readiness Support	Additional Career Technical Education Supports & College Readiness Support was provided	CTE Supplies 4000-4999: Books And Supplies Other \$19,525	CTE Supplies 4000-4999: Books And Supplies Other \$71,512
		CTE Equipment 6000-6999: Capital Outlay Other \$67,385	CTE Equipment 6000-6999: Capital Outlay Other \$17,000
		Training 1000-1999: Certificated Personnel Salaries Other \$1,124	Training 1000-1999: Certificated Personnel Salaries Other \$520
		3000-3999: Employee Benefits Other \$201	3000-3999: Employee Benefits Other \$48
		CTE related memberships/trainings/services 5000-5999: Services And Other Operating Expenditures Other \$8,913	5000-5999: Services And Other Operating Expenditures Other 0
		College & Career counseling 1000-1999: Certificated Personnel Salaries Other \$14,645	College & Career counseling 1000-1999: Certificated Personnel Salaries Other \$14,767
		3000-3999: Employee Benefits Other \$4,660	3000-3999: Employee Benefits Other \$5,069
		College & Career Readiness Services 5000-5999: Services And Other Operating Expenditures Other \$35,000	5000-5999: Services And Other Operating Expenditures Other \$1,300

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2015-16 agreement that added 3 professional development days and restructured salary schedule for recruitment and retainment

Action imbedded in compensation as of 2015-16

(includes statutory benefits) 1000-1999: Certificated Personnel Salaries Supplemental \$209,538

(includes statutory benefits) 1000-1999: Certificated Personnel Salaries Supplemental \$209,538

Action 13

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to technology	Provided access to technology	Internet Access Charges 5000-5999: Services And Other Operating Expenditures Base \$175,923	Internet Access Charges 5000-5999: Services And Other Operating Expenditures Base \$175,923
		Centralized IT Support 2000-2999: Classified Personnel Salaries Base \$52,666	Centralized IT Support 2000-2999: Classified Personnel Salaries Base \$53,509
		Centralized IT Support 3000-3999: Employee Benefits Base \$23,468	Centralized IT Support 3000-3999: Employee Benefits Base \$24,122
		Centralized IT Support 4000-4999: Books And Supplies Base \$4,300	Centralized IT Support 4000-4999: Books And Supplies Base \$5,300
		Centralized IT Support 5000-5999: Services And Other Operating Expenditures Base \$51,318	Centralized IT Support 5000-5999: Services And Other Operating Expenditures Base \$45,558

Performance Goal 3: All students will be taught by highly qualified teachers.

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

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 and mathematics.

LCAP Goal 2: Provide high quality classroom instruction and curriculum with an access to a broad course of study promoting school, college and career readiness.

LCAP Goal 3: Reduce the achievement gap by ensuring that all systems are culturally, linguistically, and equitably responsive to the needs of our students.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Intervention through small group instruction with intervention supports	Provided Intervention through small group instruction with intervention supports	1.13 Aide 2000-2999: Classified Personnel Salaries Supplemental \$24,100	1.13 Aide 2000-2999: Classified Personnel Salaries Supplemental \$27,931

		3000-3999: Employee Benefits Supplemental \$18,445	3000-3999: Employee Benefits Supplemental \$18,152
		1.36 Aides 2000-2999: Classified Personnel Salaries Other \$31,769	1.36 Aides 2000-2999: Classified Personnel Salaries Title I \$38,035
		3000-3999: Employee Benefits Supplemental \$22,586	3000-3999: Employee Benefits Title I \$21,604
		Intervention Supplies 4000-4999: Books And Supplies Other \$7,858	4000-4999: Books And Supplies Title I \$5,781
		Professional Development 5000-5999: Services And Other Operating Expenditures Other \$12,159	Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$532
		Intervention Services 5000-5999: Services And Other Operating Expenditures Other \$28,227	Intervention Services 5000-5999: Services And Other Operating Expenditures Title I \$34,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with high quality math curriculum supports and enhancement materials needed to support students struggling in math from grades 4-8	Star 360 was purchased	Star 360 4000-4999: Books And Supplies Supplemental \$9,695	4000-4999: Books And Supplies Supplemental \$9,443

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Class Size Reduction for ELA to implement the new State Standards	1.0 English Teacher for Core Class reduction	1.0 English Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,284	1000-1999: Certificated Personnel Salaries Supplemental \$54,827
		3000-3999: Employee Benefits Supplemental \$19,913	3000-3999: Employee Benefits Supplemental \$20,010

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Oversee high-risk students in a non-traditional settings to increase access to college and career by providing appropriate academic support programs with intervention support.	.5 Independent Study Teacher and intervention supplies provided	1000-1999: Certificated Personnel Salaries Supplemental \$27,142	1000-1999: Certificated Personnel Salaries Supplemental \$27,414
		3000-3999: Employee Benefits Supplemental \$9,958	3000-3999: Employee Benefits Supplemental \$10,123
		Intervention Supplies including but not limited to Edgenuity, APEX, etc. 4000-4999: Books And Supplies Supplemental \$15,000	4000-4999: Books And Supplies Supplemental \$11,550

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Assessment in ELA and Math to determine RTI instructional groups	Assessment time provided	1000-1999: Certificated Personnel Salaries Supplemental \$650	1000-1999: Certificated Personnel Salaries Supplemental \$520
		3000-3999: Employee Benefits Supplemental \$130	3000-3999: Employee Benefits Supplemental \$110

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support services for children with disabilities	Provided Special Ed Services for Children with disabilities	5.75 Special Ed Teachers, Psychologist, .4 Admin 1000-1999: Certificated Personnel Salaries Other \$454,349	5.75 Special Ed Teachers, Psychologist, .4 Admin 1000-1999: Certificated Personnel Salaries Special Education \$444,612
		6.94 Aides, .20 Secretary, Workability 2000-2999: Classified	6.94 Aides, .20 Secretary, Workability 2000-2999: Classified

		Personnel Salaries Other \$238,641	Personnel Salaries Special Education \$238,419
		3000-3999: Employee Benefits Other \$261,873	3000-3999: Employee Benefits Special Education \$257,245
		Release for Teacher Academy, Special Services 1000-1999: Certificated Personnel Salaries Other \$1,560	Release for Teacher Academy, Special Services 1000-1999: Certificated Personnel Salaries Other \$1,560

		Release for Teacher Academy, Special Services 3000-3999: Employee Benefits Other \$279	Release for Teacher Academy, Special Services 3000-3999: Employee Benefits Other \$279
		Registration for Teacher Academy, Special Services 5000-5999: Services And Other Operating Expenditures Other \$350	Registration for Teacher Academy, Special Services 5000-5999: Services And Other Operating Expenditures Special Education \$350
		Other specialized services including but not limited to Non-Public School, Occupational Therapy, Physical Therapy, etc. 5000-5999: Services And Other Operating Expenditures Other \$345,092	Other specialized services including but not limited to Non-Public School, Occupational Therapy, Physical Therapy, etc. 5000-5999: Services And Other Operating Expenditures Special Education \$281,074
		Cost of specialized services for students attending the El Dorado County Office of Education program 7000-7439: Other Outgo Other \$129,425	Cost of specialized services for students attending the El Dorado County Office of Education program 7000-7439: Other Outgo Special Education \$175,218
			Cost of specialized services for students attending the El Dorado County Office of Education program (SDC-LCI) 7000-7439: Other Outgo Base \$157,901

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

LCAP Goal 1: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities will be clean, comfortable, and in good repair	Facilities were cleaned, comfortable and in good repair	Custodians, Grounds, Maintenance Personnel 2000-2999: Classified Personnel Salaries Base \$588,299	Custodians, Grounds, Maintenance Personnel 2000-2999: Classified Personnel Salaries Base \$573,131
		Retirement, H & W, Social Security, Medicare, Unemployment, Workers Compensation 3000-3999: Employee Benefits Base \$288,146	Retirement, H & W, Social Security, Medicare, Unemployment, Workers Compensation 3000-3999: Employee Benefits Base \$279,992
		Including but not limited to cleaning, paper products, fuel, maintenance 4000-4999: Books And Supplies Base \$125,044	Including but not limited to cleaning, paper products, fuel, maintenance 4000-4999: Books And Supplies Base \$136,244
		Including but not limited to contracted services, utilities, insurance, equipment repair 5000-5999: Services And Other	Including but not limited to contracted services, utilities, insurance, equipment repair 5000-5999: Services And Other
		Operating Expenditures Base \$412,189	Operating Expenditures Base \$242,660

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Replace furniture for all sites at the rate of 10% per year	Replaced Damaged Student Desks at Golden Sierra	Desks, Tables, Chairs, etc. 4000-4999: Books And Supplies Base \$2,000	Student Desks 4000-4999: Books And Supplies Base \$2,034

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide coordination of school-based services to develop, train and support sites in the consistent implementation of culturally relevant restorative practices, positive behavioral intervention (PBIS) that address the needs of students in danger of suspension.	.25 Peer Advocate Teacher	.25 FTE Peer Advocate Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$14,086	1000-1999: Certificated Personnel Salaries Supplemental \$14,226
		3000-3999: Employee Benefits Supplemental \$5,070	3000-3999: Employee Benefits Supplemental \$5,095

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counseling services and access at all sites (Primary Intervention Project-PIP, Educationally Related Mental Health Services-ERMHS, School Counseling, Drug Prevention) to insure regular, individual and group contact with high-risk students to oversee academic and social environments	Provided counseling services, PIP, ERMHS, School Counseling, Drug Prevention.	<p>1.0 Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$73,225</p> <p>3000-3999: Employee Benefits Supplemental \$23,298</p> <p>Contract Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$26,230</p>	<p>.75 Counselor from Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$44,302</p> <p>3000-3999: Employee Benefits Supplemental \$13,992</p> <p>Contract Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental \$23,961</p>
		<p>.6 Mental Health Therapist (\$'s include benefits) 2000-2999: Classified Personnel Salaries Other \$58,153</p> <p>Early Mental Health Specialists (includes benefits) 2000-2999: Classified Personnel Salaries Other \$60,013</p> <p>4000-4999: Books And Supplies Other \$13,000</p> <p>Drug Free/TUPE Staff (including benefits) 2000-2999: Classified Personnel Salaries Other \$110,463</p> <p>Prevention Educational Supplies 4000-4999: Books And Supplies Other \$9,562</p> <p>Prevention trainings and services 5000-5999: Services And Other Operating Expenditures Other \$8,226</p>	<p>.6 Mental Health Therapist (\$'s include benefits) 2000-2999: Classified Personnel Salaries Special Education \$58,869</p> <p>Early Mental Health Specialists (includes benefits) 2000-2999: Classified Personnel Salaries Other \$60,013</p> <p>4000-4999: Books And Supplies Other \$6,000</p> <p>Drug Free/TUPE Staff (including benefits) 2000-2999: Classified Personnel Salaries Other \$114,038</p> <p>Prevention Educational Supplies 4000-4999: Books And Supplies Other \$3,500</p> <p>Prevention trainings and services 5000-5999: Services And Other Operating Expenditures Other \$7100</p> <p>.25 Counselor from other funding (salaries & benefits) 1000-1999: Certificated Personnel Salaries Other \$33,096</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access and coordination for family engagement for all sites to partner with parents and guardians to support their children's education through collaborative connections (Passport to success, Family	Provided Family engagement such as Passport to success and Family Nights with academic and behavioral support for families	7 sub days for Passport to Success 1000-1999: Certificated Personnel Salaries Base \$910 3000-3999: Employee Benefits Base \$162	7 sub days for Passport to Success 1000-1999: Certificated Personnel Salaries Base \$910 3000-3999: Employee Benefits Base \$162

Nights) referrals, and parent education; address particular support (academic and behavioral) for families		Transportation for Passport to Success 5700-5799: Transfers Of Direct Costs Base \$900	5700-5799: Transfers Of Direct Costs Base \$900
		Passport supplies including but not limited to incentives, postage, food 4000-4999: Books And Supplies Base \$1,900	Passport supplies including but not limited to incentives, postage, food 4000-4999: Books And Supplies Base \$1,900
		Family Night services 5000-5999: Services And Other Operating Expenditures Base \$2,000	Family Night services 5000-5999: Services And Other Operating Expenditures Base \$2,000

Action 6

ACTION 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Health Services are provided to ensure a safe school environment	Health Services are provided to ensure a safe school environment	1.0 District Nurse 1000-1999: Certificated Personnel Salaries Base \$84,836	1.0 District Nurse 1000-1999: Certificated Personnel Salaries Base \$89,174
		.5 Health Aide 2000-2999: Classified Personnel Salaries Base \$15,858	.5 Health Aide 2000-2999: Classified Personnel Salaries Base \$24,900
		.5 LVN, 2000-2999: Classified Personnel Salaries Other \$15,857	.5 LVN, 2000-2999: Classified Personnel Salaries Other \$32,499
		3000-3999: Employee Benefits Base \$33,998	3000-3999: Employee Benefits Base \$40,698
		3000-3999: Employee Benefits Other \$10,666	3000-3999: Employee Benefits Other \$7,831
		Health Supplies 4000-4999: Books And Supplies Base \$2,821	Health Supplies 4000-4999: Books And Supplies Base \$2,821
		Trainings and Professional services including but not limited to vision and hearing screenings, equipment tune-up, etc 5000-5999: Services And Other	Trainings and Professional services including but not limited to vision and hearing screenings, equipment tune-up, etc 5000-5999: Services And Other

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.

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.

1. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
2. 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
3. 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:

1. 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.
2. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
3. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
4. Provide technical assistance and support to schoolwide programs.
5. 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.
6. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
7. 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.
8. 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.
9. 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.
10. 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*.
11. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
12. Inform eligible schools of the local educational agency's authority to obtain waivers

on the school's behalf under Title IX.

13. 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.
14. 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.
15. 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).
16. 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.
17. 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)(S)(D) and *California Education Code Section 64001*.
18. 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.
19. Prepare and disseminate an annual LEA report card in accordance with section 1111(h) (2).
20. 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

1. 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.
2. 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.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

1. 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 111G(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

1. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures - a description of the process and accountability

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

- Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
2. 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.
 3. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
 - Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
 - Is enforcing the operation of such technology protection measure during any use of such computers by minors
 - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

1. 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.

2. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
3. The LEA is complying with Section 3302 prior to, and throughout, each school year.
4. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
5. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
6. 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.
7. 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

1. 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).
2. 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.
3. 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.
4. 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.
5. 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.
6. 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

1. 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

1. 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.
2. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools,
3. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
4. 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

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

2. 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 COE 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

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

SIGNATURE PAGE

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

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

Jeremy Meyers

Printed or typed name of Superintendent

2/14/19
Date


Signature of Superintendent

William Drescher

Printed or typed name of Board President

2/14/19
Date


Signature of Board President

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data:1.cde.ca.gov/dataguest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tq/sr/>