

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

Mail original and
two copies to:

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

LEA Plan Information:

Name of Local Education Agency (LEA): Kneeland Elementary School

County/District Code: 12 62919

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

Date of local governing board approval: May 13, 2003

District Superintendent: Carole Boshears

Address: 9313 Kneeland Road

City: Kneeland

Zip code: 95549

Phone: 707 – 442-5472

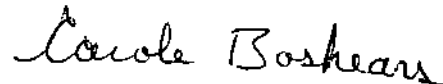
Fax: 707 – 442-7784

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.

Carole Boshears

5 / 13 / 03



Printed or typed name of Superintendent

Date

Signature of Superintendent

Chuck Heaney

5 / 13 / 03



Printed or typed name of Board President

Date

Signature of Board President

Kneeland Elementary School District

LEAP Plan – 2003-2004

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District Profile

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

Kneeland is a Necessary Small School with an enrollment of 38 students, kindergarten through eighth grade. The one school district is located in the mountains east of Eureka, about a thirty minute drive away. The school is at an elevation of 2800 feet and is surrounded by grassland and forest.

The only public buildings are the school, the post office, CDF fire lookout, manned in the summer, and a small airport. There are no commercial buildings or businesses within the District boundaries. Crime rate in the community is low; there has not been a drug or gang problem; nor have there been any expulsions in the past 10 years.

There is very little turn over in the student population, so students are with the same teacher for four and five years. Ninety two percent of the students are white and all have English as their primary language. Two of the teachers have been at the school for fifteen and twenty years and the bus driver/Instructional Aide/maintenance person has been at the school for twenty eight years. This has created a strong sense of community.

The school district has a long history dating back to the early settlers. The Kneeland Prairie School District was deeded a small piece of land in the spring of 1880. A small school was built along with a teacherage, a residence for the teacher. In 1934, additional adjoining land was deeded to the school. Schools further inland were also attended by the ranchers' children and were consolidated into the Kneeland Elementary School District.

When the original school needed to be replaced, the existing one school building was built in 1951. A small bus garage was built in the 1960's. In 1984, a second large classroom and office area was added on to the first building. At that time, the 2 bathrooms were modernized.

In 1995, the District leased a portable building under the Lease Purchase Act to serve as a third classroom since enrollment increased to 54. At this time, the District is in the process of purchasing the portable, now used as a classroom.

In 1999, the District received modernization funding. The old classroom was upgraded and a new kitchen was built in the old porch area.

The staff at Kneeland School is as follows:

Certificated: a 30% time Superintendent/Principal who is retired; a K-3 teacher with 19 years teaching experience; a full time 4-8 teacher with 11 years experience, and a 70 % time 4-8 teacher with 5 years experience who teaches 4-8 science, 6-8 math and social studies; and serves as a special teacher to work with Title I and other at risk students, a 12% Resource Specialist Teacher, a 10% Counselor, and contracted services of a Speech Pathologist at 4 hours per week.

Three Para-professionals, each of who work with the K-8 students about 5 hours per day. They are multifunded: District, Title I, RSP, and SBCP so all students benefit from extra help as needed.

Other Classified include a .75 Secretary, a .44 custodian, and a .38 bus driver.

Mission

As a focal point of the community, the Kneeland School District is committed to offering each child a quality education founded on the values exemplified in rural schools: a close bond among staff, students, parents, and community, and an individualized program meeting the varying needs of the students.

Vision

Working in partnership, the School Board, staff, parents and community will:

1. Provide a strong, balanced curriculum to help the students achieve grade level expectancies and to be academically prepared for an ever changing world.
2. Promote students' social responsibility, a respect for others, and a sense of community.
3. Assist students to develop an interest and pride in their quality of work and the self-confidence to be productive citizens and life-long learners.
4. Maintain a safe, functional, and energy efficient facility reaching out to make the community an integral part of the educational experience.
5. Maintain a balanced budget supporting both curricular and staffing goals, while maintaining an adequate reserve.

Goals

1. Explore developing Partnerships with nearby school in order to expand activities and resources for Kneeland students; to consolidate and streamline business services; and to share personnel when possible.
2. Establish extra support for the students having difficulty meeting grade level standards.
3. Explore ways to further strengthen the reading program so more students meet state standards as measured by the STAR.

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	X	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	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		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	\$ 225	\$ 16,073	\$ 16,161	99 %
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	\$ 5000	\$ 990	20 %
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	0	\$ 3775	\$3775	100 %
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	\$ 1618	\$1618	100 %
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$ 225	\$ 26,466	\$ 21,554	85 %

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	\$ 4805	\$ 4805	100 %
EIA – Limited English Proficient				
State Migrant Education				
School Improvement	0	\$ 4617	\$ 4617	100 %
Child Development Programs				
Educational Equity				
Gifted and Talented Education	0	\$ 2483	\$2483	100 %
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	\$ 9,645	0	\$226	2 %
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$ 9645	\$ 11,905	\$ 11,931	55 %

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

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

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

- a) 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.

Teachers utilize the tests that accompany the standards based math texts in addition to the grades from student assignments to determine the degree of student proficiency in meeting the math standard. Grades K-3 use Harcourt Brace; grade 4-5 use Sadlier, and grades 6-8 use McDougal Little.

To measure student proficiency and progress in reading, teachers use a variety of teacher and publisher developed assignments. Title I students work in the Read Naturally program which identifies progress. K-3 uses Wright Group and Scholastic; grades 4-6 use Scholastic, and 7-8 use McDougal Little.

Writing rubrics for each grades were developed to assess student writing. These are aligned with the state standards.

Report cards are used to communicate with parents about their child's progress. At conferences, parents are also able to review selections off student work through the trimester.

Report cards for grades K-3 indicate the degree to which students have master the listed standards. Report cards for grades 4-8 list "A", "B", "C" with "B" identified as proficient.

Instruction

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

Title I parents are provided ways to be involved with their children's academic success through formal parent conferences and informal contacts made by the classroom teachers. The School Site Council represents the interests of the Title I parents and students and makes every effort to have a Title I parent serve on the SSC.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visits to the Schools)
(cf. 6154 - Homework/Make-Up Work)
(cf. 6171 - Chapter I Programs)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage involvement of parents

Management Resources

CDE PROGRAM ADVISORIES

0928.09 Guidelines for the development of policies involvement of parents

Date Approved 4/11/91

Date Reviewed: 7/20/99 Revised 2/11/03

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Teachers and the administrator will attend workshops related to teaching to the content & performance standards. • Textbooks & materials will align with the standards. • Any new teachers will participate in BTSA. 	<p>Administrator 3 teachers</p>	<p>Workshops</p>	<p>\$ 200</p>	<p>PAR</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • As budget allows, new textbooks & materials will align with the standards. • Teachers and administrator all have copies of the standards. • Mentor teacher has developed written language rubrics based on the standards. 	<p>Administrator 3 teachers Mentor Teacher</p>	<p>Textbooks Materials Salary</p>	<p>\$2000 \$1000 \$2000 \$ 4000</p>	<p>Inst. Materials Block Grant Gen. Fund. Title IV PAR</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Title I & SBCEP Instructional Aide pull out and small group instruction and practice under the direction of the classroom teachers. • Resource Teacher and Speech & Language Pathologist will work with students on their IEP's. • RST provides inservice to RSP Aides & teachers regarding implementation of the IEP. <p>3. Extended learning time, continued</p> <ul style="list-style-type: none"> • Assignments will relate to the reading standards in the content areas. • Assignments will be differentiated so that students of different ability levels will be challenged. 	<p>Teachers Instructional Aides RSP Teacher Speech Pathologist</p>	<p>Salaries</p>	<p>See Item 7 for budget.</p>	
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Students assigned specific learning programs on the computer which involve reading. • Student assignments using the internet. • Use of videos to stimulate learning. • Use of digital camera and video camera to enhance projects and activities. 	<p>Classroom teachers</p>	<p>Software</p>	<p>\$150</p>	<p>Title IV</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • When new standards based materials are purchased, teacher will participate in staff development activity related to their use. • The 3 teachers collaborate before selecting new reading materials for the K-8 students. 	Classroom teachers	None		
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • SSC conducts an annual evaluation of school programs, including reading to determine student improvement. (STAR results) • Administrator sent bulletins and letters explaining STAR assessment. • STAR Parent reports are sent home. Teachers discuss results at parent conferences. 	Administrator SSC Teachers	None		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Title I teacher, grades 4-8: targeted area: Written Language • Reading teacher, grades 6-8 to reduce class size (see goal 3, Item 3). 	Teacher	Salary & benefits Salary & benefits	\$ 4020 \$6030	Title I Title II

	Instructional Aids	Salary & benefits For <u>Reading & Math</u>	Estimated Cost	Title I SBCP RSP District
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"> Multifunded Para professionals to work with small group or individual students in reading (& math) under the direction of the classroom teacher. 			\$12,528 \$ 7507 \$ 4448 \$ 12,423	
8. Monitoring program effectiveness: Teachers will <ul style="list-style-type: none"> Monitor student work weekly Assess student achievement through assignments and tests, using the standards based publisher materials and other materials which match the standards in reading, math, and language. 	Teachers	None		
9. Targeting services and programs to lowest-performing student groups: See item 7 above.				
10. Any additional services tied to student academic needs: If funding is received through the Rural Education Achievement Program, a teacher will serve targeted students on a pull out basis in the afternoon and after school.	Administrator Teacher			

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Teachers and administrator will attend workshops related to teaching to the content & performance standards. • Textbooks & materials will align with the standards. • Any new teachers will participate in BTSA. 	<p>Administrator Teachers</p>	<p>Workshops</p>	<p>See Goal 1, Item 1</p>	
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • As budget allows, new textbooks & materials will align with the standards. • A copy of the content and performance standards in math are given to each teacher and administrator. • Mentor teacher for 03-04 will identify 2 to 3 benchmarks at each grade level. These will be used to help determine math proficiency. 	<p>Administrator 3 teachers Mentor Teacher</p>	<p>Textbooks Materials Salary</p>	<p>See Goal 1, Item 2 \$ 4,000</p>	<p>PAR</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Multifunded Instructional Aides provide small group & individual instruction and practice under the direction of the teachers. • Resource Teacher works with students on their IEP's. She also provides support materials for the teachers. • Assignments & activities will relate math concepts to practical, every day situations. • Students will have opportunity to apply math concepts in the content areas. • Assignments will be differentiated to accommodate different ability levels. 	<p>Teachers Instructional Aides RSP Teacher</p>	<p>Salaries</p>	<p>See Item 7 for budget.</p>	
<p>4. Increased access to technology</p> <ul style="list-style-type: none"> • Computer programs designed to reinforce and extend math concepts will be used by the students. 	<p>Classroom teachers</p>	<p>Software</p>	<p>See budget, Goal 1, Item 4</p>	
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • When new standards based materials are purchased, teacher will participate in staff development activity related to their use. • The 3 teachers collaborate before selecting new math materials for the K-8 students. 	<p>Classroom teachers</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • SSC conducts an annual evaluation of school programs, including reading to determine student improvement. (STAR results) • Administrator sent bulletins and letters explaining STAR assessment. • STAR Parent reports sent home. They are encouraged to talk with teachers if there are questions. • At conference time, teachers refer to STAR test results in reviewing student progress and achievement. 	<p>Administrator SSC Teachers</p>	<p>None</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Multifunded Para professionals to work with small group or individual students in math (& reading) under the direction of the classroom teachers. 	<p>Instructional Aids</p>	<p>See Goal 1, Item 7 for budget detail.</p>		<p>Title I, SBCP, RSP, District</p>
<p>8. Monitoring program effectiveness:</p> <p>Teachers will</p> <ul style="list-style-type: none"> • Monitor student work weekly. • Assess student achievement through assignments and tests, using the standards based publisher materials and other materials which match the standards in reading, math, and language. 	<p>Teachers</p>	<p>None</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>See Item 7 above.</p>				
<p>10. Any additional services tied to student academic needs:</p> <p>If funding is received through the Rural Education Achievement Program, a teacher will serve targeted students on a pull out basis in the afternoon and after school.</p>	<p>Administrator Teacher</p>			

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>All three teachers hold multiple subject credentials, appropriate for teaching K-8 self-contained classrooms.</p> <p>Two teachers have 19 and 11 years teaching experience all in this school district. The third teacher has 6 years teaching experience.</p> <p>The .12 RSP teacher is fully credentialed and attends pertinent workshops & conferences.</p> <p>All 3 teachers attend local workshops held at the County Office of Education. Workshop topics are based on relative weaknesses in STAR Test results, categorical program requirements, and individual teacher need.</p> <p>The three Para professional Instructional Aides also attend local workshops with focus on reading, math, and ways to assist at risk students.</p> <p>One Instructional Aide has been with the district for 29 years. One had owned and managed her own preschool and has meet the No Child Left Behind requirements. The third has been with the district for 4 years and has been taking classes at the local Junior College.</p> <p>The part time Superintendent/Principal conducts evaluations ever other year. These are based on the California Standards for the teaching Profession.</p>	<p>Continued participation by teachers and Para professionals at workshops and conferences that meet the annual staff development plan.</p> <p>The school receives enough funding through State PAR funding to fund each staff member to attend at least 3 workshops.</p> <p>Increasing the .6 FTE teacher in the 4-8 grade classroom by .12 FTE in order to reduce the class size during reading instruction. There are 31 students enrolled in the 4-8 classroom for the 2003-04 school year.</p>

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

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Our small, one school district develops an annual staff development plan. Identified areas are based on:</p> <ul style="list-style-type: none"> • STAR test result trends. Less than 10 students are tested at each grade level, so teachers and the administrator evaluate school wide trends. • Requirements for the categorical: differentiated curriculum gender bias technology, performance standards. • Individual teacher and Para professional needs. • Teaching in a multiage classroom. 	<p>Part time administrator, the 3 teachers</p>	<p>Workshop costs</p>	<p>\$600</p>	<p>\$200 Title II \$ 400 PAR</p>
<p>2. How the activities will be based on a review of scientifically-based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Because of our small size, we rely on our County Office of Education to schedule research-based workshops. All staff receive a copy of the workshops offered during the year. They check with the administrator before registering.</p>	<p>County Office staff development coordinator, All staff</p>	<p>None</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Our student population of 40 students does not include low income or minority students.</p> <p>In our two multiage classrooms, teachers work hard to familiarize themselves with current research, teaching strategies, to ensure that all of our children are presented equal opportunity to show academic growth.</p> <p>With an anticipated class size of 31 students in grades 4-8, increasing the part time teacher time to teach reading to grades 6-8 will have a positive and substantial impact on student performance as measured by STAR test results and report card grades.</p>	<p>Administrator and teachers</p> <p>Administrator teacher</p>	<p>.15 teacher</p>	<p>\$ 6031</p>	<p>Title II</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs</p> <p>The 3 teachers and 3 Para professionals utilize County Office sponsored workshops. The part time administrator is responsible for implementing the staff development activities provided through other categorical programs.</p>	<p>Administrator</p>	<p>None</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Activities will include: County office workshops for teachers, administrator, and Para professionals; Peer Assistance and Review for teachers based on administrator evaluation, BTSA should any new teachers be hired</p>	<p>Teachers, Para professionals, Administrator</p>	<p>Workshop costs</p>	<p>\$600</p>	<p>\$200 Title II \$400 PAR</p>
<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>The administrator will continue to make one on one technology training available to the 3 teachers to increase their use of technology in their instructional training. County workshops may also be available.</p>	<p>Administrator, teachers</p>	<p>Training costs if needed</p>	<p>Included in number 5 above</p>	<p>Lottery funds could be utilized as needed.</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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> <p>The 7 staff members collaborate on an on going basis to develop the staff development plan. The School Site Council reviews all of these plans we have to write</p>	<p>Administrator, teachers, SSC, Para Professionals</p>	<p>None</p>		
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>After reviewing STAR test results, the administrator, 3 teachers, and SSC meet to discuss staff development needs. The administrator meets with the 3 Para professionals and reviews the appropriate workshop offerings with them.</p>	<p>Administrator, teachers, Para professionals, SSC</p>	<p>None</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> - 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 LEA relies on the offerings of the County Office of Education and other conferences to provide staff development.</p>	<p>Administrator</p>	<p>None</p>		
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Summary: staff development training .15 teacher: class size reduction</p>	<p>Administrator, staff Classroom teacher</p>		<p>\$ 200 \$ 6031</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
<p>Students have the same teacher for 4 or 5 years. This develops a strong rapport and understanding of student needs. Students feel comfortable with their teacher.</p> <p>We average 5% mobility.</p> <p>Parents are very involved in this small community oriented school.</p> <p>The district is rural (no businesses) and somewhat isolated.</p> <p>Students know one another so well, often sibling like behavior is exhibited.</p>	<p>Communication: cell phones on busses and telephone lines in each of the 3 classrooms.</p> <p>School Counselor: work on conflict resolution and communication skills; provide individual and small group counseling.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

- Continue School Counselor for 3.5 hours per week.
- Continue formal and informal teacher / parent communication throughout the year.
- Continue school wide activities such as Back to School Night, Winter Program, Open House, and end of the year awards / graduation program.
- Encourage PTO activities such as Halloween Carnival, rummage sales, and end of year community "Hoe Down."
- Support 4 H by making the school available for their meetings and activities.

STUDENT CONDUCT

* Certain rules and standards of behavior must be followed in school so that all students have a safe and secure learning environment. Classrooms, playground, the bus, and bus stops will be free of disruption, intimidation or antisocial behavior.

RESPONSIBILITIES

Responsibilities are things you do for yourself or for others without being told.

Student Responsibilities

Behavior Responsibilities:

1. Respect the authority of all school staff who enforce district policy and school rules.
2. Behave in the classroom and on campus in a manner that does not disrupt or interfere with the rights of other students to learn.
3. Know and follow school, classroom, and bus rules established by the school.

Academic Responsibilities.

1. Come to school prepared to learn. Be on time and bring all necessary books, materials and homework assignments.
2. Complete your school work neatly and accurately.
3. Complete your homework and remember to bring it to school.
4. See that all school information gets home to parents.

Parent Responsibilities:

1. At home, reinforce children when they demonstrate appropriate behavior in and out of school.
2. Review school rules and responsibilities to ensure students are familiar with and understand the standards of conduct expected by Kneeland School.
3. Cooperate with school officials in carrying out appropriate discipline consequences when such action is necessary.
4. Assure that students are in school, on time, and prepared for the school day.

Teacher Responsibilities

1. Assist in the development and enforcement of school rules.
2. Develop classroom rules and, clearly communicate rules to students and parents.
3. Establish a classroom atmosphere that elicits proper behavior and enables every student the full opportunity to learn without disruption.
4. Reward and reinforce students who make progress toward consistently following school and classroom rules and responsibilities.
5. Notify parents of student academic and behavioral progress through conferences, notes, or telephone calls.

Administrator's Responsibilities

1. Enforce rules with consistency and fairness.
2. Provide follow through and support for teachers and parents regarding student discipline.
3. Help students develop strategies to avoid continuing discipline problems.
4. Reinforce and reward students' good behavior and academic achievements.

*** SCHOOL RULES**

1. Do not push, fight, or misuse anyone's property.
2. Show respect toward all staff, visitors, volunteers, and fellow students.
3. Follow the directions of adults in authority.
4. The following are **not** allowed:
 - a. Use of offensive language (swearing or hurtful).
 - b. Stealing, lying, cheating or defacing property.
 - c. Possession of alcohol or any illegal substance.

Consequences

Students choosing not to follow the rules whether at school, on the bus, or participating in school sponsored field trips/activities will take the consequences for their actions. The consequences will vary depending on the nature and severity of the discipline problem.

1. A warning will be given.
2. A student will be given a time out or be benched for part of recess or other appropriate consequence.
3. A student will lose a privilege, such as a special activity.
4. A student will be referred to the Superintendent/Principal for a discipline conference.
5. A discipline conference with the Superintendent/Principal, parents, and student will be called. At that time, the problem will be identified and a plan developed for its resolution. It will be the responsibility of all participants to support the plan.
6. Students will be responsible to reimburse the school for books and materials that are damaged beyond normal wear.

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

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

STRENGTHS	NEEDS
<p>There have been no expulsions in the past 8 years.</p> <p>Suspension rate is between 6 and 12 percent. Chief reason is childhood fighting and hitting</p> <p>There have been no incidences of alcohol or drug activity involving students or staff on campus.</p>	<p>Maintain current procedures and practices.</p>

Note: The school does not accept any SDFSC or TUPE funds

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 describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Kneeland is a one school district with an enrollment of 38 students.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Title I eligible students will be those entering grades 1 through 8 in the fall who are failing or are at risk of failing in reading, math, and written language.

Identification criteria shall include performance based on one or more of the following:

- Portfolio assessment in reading and math
- 4th quarter report card in reading, math, and written language
- California grade level standards assessed by teacher tests, observation and records.
- STAR scores below the 40th percentile from the previous spring.

Inservice training will focus on effective intervention strategies for at risk students.

Teachers, aides, and where appropriate, parents will receive training.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

Services to all EIA / Title I students may include any or all of the following:

- Extra reading / math support provided by staff, including administrator.
- Written language support provided by Title I funded teacher.
- Para Professionals
- Parent help at home
- Peer tutoring

No students are in need of outside educational services.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Kneeland is a one school district and it has not been identified as a Program Improvement school. If future action is needed, the district will analyze budget and revise school plans.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Kneeland is a one school district and it has not been identified as a Program Improvement school.

Additional Mandatory Title I Descriptions

(continued)

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 sections 1118 and 1119.

As stated in Goal 3, staff development activities will be implemented which will meet the annual staff development plan. Emphasis will be in reading, math, and language. In addition, teachers and Para professionals will attend workshops that focus on effective intervention strategies for at risk students,

With 3 teachers and 3 Para professionals, staff development activities and funding sources are easily coordinated by the administrator.

Title II will also fund .15 teacher time to work with Title I identified students and those at risk of not meeting grade level standards in the area of written language.

Additional Mandatory Title I Descriptions

(Continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

At Kneeland School, there are only 2 multi age classrooms with 3 teachers. Staff coordinates activities and thereby eliminates duplication and fragmentation of the programs.

Para Professionals are multi funded (Title I, SIP, EIA, and RSP) and work under one teacher.

There are no 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.

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;
 - (B) have the largest average class size; or
 - (C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - 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

Carole Boshears

Print Name of Superintendent

Carole Boshears

Signature of Superintendent

5-8-03

Date

