(CDE use only)

Application #

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

SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement

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:

Local Educational Agency (LEA):	Buttonwillow Union Elementary School District
County/District Code:	15-63370
Dates of Plan Duration: *(should be five - year plan)*	August, 2016 - June, 2019
Date of Local Governing Board Approval:	June 13, 2016

LEA Information:

Superintendent:	J. Stuart Packard
Address:	42600 Highway 58
City, State Zip:	Buttonwillow, CA 93206
Phone:	(661) 764-5248
Fax:	(661) 764-5165

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.

J. Stuart Packard	June 13, 2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Regina Houchin	June 13, 2016	
Printed or typed name of Board President	Date	Signature of Board President

Single School District Plan
Buttonwillow Union Elementary School District

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Part I
Background and Overview

Background

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

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

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

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

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

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

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

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

5. All students will graduate from high school.

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

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

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

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

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

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

Descriptions of the Consolidated Application, the SPSA, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA Plan)

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

The California Education Code (EC) requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California Education Code as follows:
The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.

- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct - funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp. The complete guide and template for the LEA Plan can be found at http://www.cde.ca.gov/nclb/sr/le/.

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

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

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

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

Step One: Measure the Effectiveness of Current Improvement Strategies
Analyze Student Performance: Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

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

- API Reports - http://www.cde.ca.gov/ta/ac/ap
- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp
- AYP Reports - http://www.cde.ca.gov/ta/ac/ay

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

Planning Checklist for SSD Plan Development

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

Federal Programs Checklist

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

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

State Programs Checklist

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

	State Programs
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): Lottery Instruct. Mats (6300)
X	Other (describe): LCFF Base, Supplemental, Concentration

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	$10,887	$148,223	$137,575	93%
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		$17,022	$17,022	100%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		$20,819	$20,819	100%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
REAP (5801)				
Total	$10,887	$186,064	$175,416	

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF		$4,677,550	4,209,795	90%
Total:		**4,677,550**	**4,209,795**	

Part II

The Plan

Needs Assessments:
- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:
- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

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

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

Descriptions - Program 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 SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make – up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

Buttonwillow Union Elementary School District is a single school K-8 district located in rural Buttonwillow, about 30 miles west of Bakersfield, along State Highway 58. The district covers a geographical area of approximately 252 square miles. The pupil population is approximately 380 including 92% Hispanic or Latino, 7% White (not Hispanic), and 1% African-American. Ninety-two percent of the pupils qualify for free/reduced meals. Sixty-five percent of the pupils are identified as English Learners. Approximately 16% of the students are bussed, many to farms and ranches in the outlying areas of the district. Buttonwillow is a School-wide Title I Program. Thirty-one percent of the pupils are identified as Migrant.

The district employs 21 certificated teachers, including two full time special education teachers to teach pupils with mild/moderate disabilities, and one full time special education teacher to teach pupils with moderate to severe disabilities. Additionally the district employs a full time School Psychologist/Behavioral Specialist and two part-time speech therapists. One-hundred percent of the teachers meet "Highly Qualified" requirements and hold the appropriate certificate to teach English Learners. Our school also has a full time physical education teacher. The district employs five paraprofessional instructional aides, all of whom are NCLB compliant. The administration is composed of a district Superintendent and an Assistant Superintendent/Principal.

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

Grade-level standards are distributed across each of the four quarters of the academic year in a sequential manner for reading/English language arts, and mathematics (as well as the other required curricular areas), and then assessments are conducted at the conclusion of each quarter to determine levels of proficiency (70% and above) for the specific areas of reading/language arts, and mathematics. Formative assessments are administered as needed by classroom teachers to determine student proficiency levels in relation to the Common Core State Standards. The data provides information to guide classroom teachers and administrators in instructional decisions to better address the needs of the group as well as individual pupils. Teacher teams meet weekly, often with the Superintendent or Assistant Superintendent, to analyze student data, identify "at risk" pupils, and design teaching/learning plans that address enabling low achievers to become increasingly successful in mastering grade level standards. The screening and assessments used to determine student levels are Smarter Balanced assessments, CELDT, AIMSweb fluency, Reading Mastery, and teacher created core assessments from the Illuminate item bank. During weekly meetings. teachers review and discuss student progress and placement. Students who score in the bottom 10th percentile in reading fluency are placed into a daily reading intervention class. Students are tested weekly and groups are re-analyzed on a quarterly basis.

Quarterly report cards provide specific information regarding pupil progress on the grade level standards. School wide parent teacher conferences are held in the fall and spring, and report cards are mailed to parents after the second and fourth quarters. All report cards are signed by the parents. All regular classrooms use the standards based grade level appropriate assessments. Results on grade level proficiency assessments and standardized testing, and academic achievement reflected on quarterly report cards are factors used in determining pupil advancement/intervention/retention placement.

The district has aligned with Illuminate Education which is a web-based data analysis platform that provides administrators, teachers, parents, and students to have up-to-date assessment data that can be disaggregated by individual student and/or standard.

Performance Goal 1A:

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

School Goal 1A:
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
There will be a 5% increase in the number of students who score proficient on the ELA portion of the Smarter Balanced Assessment.
Student groups and grade levels to participate in this goal: School-wide, English learners, Hispanic, and Socio-economically disadvantaged pupil groups.
Anticipated annual performance growth for each group: It is anticipated that at least 20% of pupils school-wide and in each of the identified subgroups will score proficient or above in ELA on the Smarter Balanced Assessment.
Means of evaluating progress toward this goal: Interim Assessments, Quarterly Benchmarks, Grade Level Formative Assessments
Data to be collected to measure academic gains: Scores from Interim Assessments, Quarterly assessments, and grade level formative assessments will be entered in Illuminate for analysis by whole grade and subgroups.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Reading instruction will be implemented aligned to the CCSS using the adopted texts (Houghton-Mifflin Journeys and Collections) and supplemental materials.	Superintendent, Asst. Supt./Principal, Teachers	Professional Development, Supplemental Materials, Extra-Time for Teachers, Salaries	$73,275.00	Title I
Grade level teachers have created and follow Learning Maps to ensure focused instruction on key reading standards.	August, 2016-June, 2019		$24,425.00	LCFF
Continue to implement a rigorous, transparent classroom observation system that will be used as part of the informal and formal teacher evaluation protocol. (Model Element a.2)				
Implement a comprehensive monitoring system:				
1. Conduct daily classroom observations focusing on the Classroom Expectations				
2. Implementation and evaluation of the teacher portfolios.				
Provide a teacher that supports students and teachers by providing supplemental instruction in the areas of music, the math lab, the science lab, and in the library.				
Adequate progress toward the K-3 CSR goal of 24:1				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
Provide sufficient standards-based reading texts, intervention, and supplementary materials and assessments for all students in every classroom, including technology programs.	Teachers, Principal, Superintendent	Purchase standards-based supplemental materials,	$10,000	Title I
Provide supplemental standards based materials to support the special needs of identified students.	August, 2016 - June, 2019			
Provide classroom literature and library books that specifically support the CCSS ELA Implementation				
3. Extended learning time:				
Provide after school "Extended Day" program at a minimum of two times per week focusing on STEM activities and project based learning	Teachers, Principal	Extra Time for Teachers	20,000	Title I
Extend school day by 45 minutes for grades TK – 8.	August, 2016-June, 2019			
Provide academic summer school for English Learners and all "at risk" students.				
Provide additional support before school, after school, and during the summer for all students struggling in ELA and/or Math				
4. Increased access to technology:				
Increase the number of devices available for students to use at school	Superintendent, Principal, Teachers	Devices		LCFF
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
New teachers will participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness.	BTSA Support Providers and Beginning Teachers	BTSA Enrollment		
Professional Development Activities related to: Continue to develop a deep understanding of the content-specific Common Core State Standards and the State ELD Standards, including the ELA/ELD framework. Develop a deeper understanding of the level of rigor (Depth of Knowledge) required for all series of lessons. Develop a deep understanding of the level of writing instruction required for all series of lessons, including the use of effective writing for persuasion, argumentation, and report writing using established research methods. Learn and implement the use of effective lesson design for: Academic vocabulary instruction, Reading informational text, and Close Reading.	Asst. Supt., Teachers	Extra Pay, Conference/Workshop Registration/Travel	$4,400	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	August, 2016 - June, 2019			
All parent correspondence is communicated in English and Spanish	Parents, Community Members, Teachers, Support Staff Members, Principal, Superintendent August, 2016-June, 2019	Supplies	$150.00	Title I
Parent conferences are held for all parents after 1st and 3rd quarters.				
Several parent events will be offered throughout the school year.				
Parents serve as school partners through participation on the School Site Council, Migrant Program, and Parents' Club.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Principal, Teachers, Resource Center Director August, 2016-June, 2019	Extra Time for staff, Salaries and Benefits		
Summer Bridge Program for incoming TK/K and parents; MEES program through county Migrant Education Consortium				
Academic Summer School for all "at risk" students.				
Parent education opportunities provided through partnership with Buttonwillow Resource Center				
8. Monitoring program effectiveness:	Superintendent, Principal, Teachers	Walk-through platform, Illuminate License		
Implement a consistent rubric or protocol for administrative classroom walk-throughs to effectively monitor instruction.				
Utilize Illuminate for data analysis and dis-aggregating.	August, 2016-June, 2019			
9. Targeting services and programs to lowest-performing student groups:	Teachers, Psychologist, Paraprofessional Instructional Aides, Principal	Paraprofessional Salaries,	$24,000	Title III
Implement state approved English Learner program for all EL students. Provide daily ELD instruction in all grades for a minimum of 45 minutes/day.				
Instructional Aides to provide additional support and intervention in Primary classrooms.		Supplemental Materials	$5,000	Title I
Materials to support RtI Instruction and Implementation				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs: Social and Physical support for Homeless Students	Psychologist, Principal	Supplies, Extra Time	$100.00	Title I

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

School Goal 1B:
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)
There will be a 5% increase in the number of students who score proficient on the Math portion of the Smarter Balanced Assessment.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
School-wide, English Learners, Hispanic, and Socio-economically disadvantaged pupil groups.	It is anticipated that at least 20% of pupils school-wide and in each of the identified subgroups will score proficient or above in Math on the Smarter Balanced Assessment.

Means of evaluating progress toward this goal:	**Data to be collected to measure academic gains:**
Interim Assessments, Quarterly Benchmarks, Grade Level Formative Assessments	Scores from Interim Assessments, Quarterly assessments, and grade level formative assessments will be entered in Illuminate for analysis by whole grade and subgroups.

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Math instruction will be implemented aligned to the CCSS using the adopted texts (McGraw/Hill My Math) and supplemental materials. Grade level teachers have created and follow Learning Maps to ensure focused instruction on key reading standards. Continue to implement a rigorous, transparent classroom observation system that will be used as part of the informal and formal teacher evaluation protocol. (Model Element a.2) Implement a comprehensive monitoring system: 1. Conduct daily classroom observations focusing on the Classroom Expectations 2. Implementation and evaluation of the teacher portfolios. Adequate progress toward the K-3 CSR goal of 24:1	Superintendent, Asst. Supt./Principal, Teachers August, 2016-June, 2019	Professional Development, Supplemental Materials, Extra-Time for Teachers, Salaries	See 1A	See 1A

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
Provide sufficient standards-based reading texts, intervention, and supplementary materials and assessments for all students in every classroom.	Teachers, Principal, Superintendent	Purchase standards-based supplemental materials,	See 1A	See 1A
Provide supplemental standards based materials to support the special needs of identified students.	August, 2016-June, 2019			
3. Extended learning time:				
Provide after school "Extended Day" program two times per week focusing on STEM activities and project based learning	Teachers, Principals	Extra Time for Teachers, SES payments	See 1A	See 1A
Provide academic summer school for English Learners and all "at risk" students.	August, 2016-June, 2019			
Provide additional support/instruction to identified students before school, after school, and during the summer.				
4. Increased access to technology:				
Increase the number of devices available for students to use at school	Superintendent, Principal, Teachers	Devices	See 1A	See 1A
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
New teachers will participate in the Beginning Teacher Support and Assessment Program designed to improve teacher effectiveness.	BTSA Support Providers and Beginning Teachers	BTSA Program Registration	See 1A	See 1A
Professional Development Activities related to: Continue to develop a deep understanding of the Math Common Core State Standards. Developing a deeper understanding of the level of rigor (Depth of Knowledge) required for all series of lessons. Develop a deep understanding of the Standards for Mathematical Practice and the Academic Vocabulary necessary for mathematics.	Asst. Supt C&I, Teachers	Extra Pay, Conference/Workshop Registration/Travel		
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Parent conferences are held for all parents after 1st and 3rd quarters.	Parents, Community Members, Teachers, Support Staff Members, Principal, Superintendent	Supplies	See 1A	See 1A

The Single School District Plan

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Parents serve as school partners through participation on the School Site Council, Migrant Program, and Parents' Club. Several parent events will be offered throughout the school year.	August, 2016-June, 2019			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Summer Bridge Program for incoming kindergarteners and parents. Academic Summer School for all "at risk" students Parent Nights with academic focus, 2-4 times per year Fall & Spring Parent-Teacher Conferences Parent education opportunities provided through partnership with Buttonwillow Community Center.	Principal, Teachers Paraprofessionals, Parents and Community Members, Resource Center Staff	Classroom and program expenses, Certificated and classified salaries.		
8. Monitoring program effectiveness: Continue formal and informal classroom observations, grade-level assessment analysis, and student work sampling. Utilize Illuminate for data analysis and disaggregating.	Teachers, Admin	Walk-through platform, Illuminate License		
9. Targeting services and programs to lowest-performing student groups: Instructional Aides to provide additional support and intervention in Primary classrooms.	Paraprofessional instructional Aides, Principal,	Paraprofessional salaries,	See 1A	See 1A
10. Any additional services tied to student academic needs:				

Title III LEA Plan Performance Goal 2

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

CDS Code: 15-63706009278   LEA Name: **Buttonwillow Union School District**
Title III Improvement Status: **Year 4+**

Fiscal Year: **2016-17**   LEP Amount Eligibility: **$24,000**   Immigrant Amount Eligibility: **$0**

Plan to Provide Services for Limited English Proficient Students

	Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:		
A. Required Content	Implement programs and activities in accordance with Title III 1. The Buttonwillow School District will provide high quality language instruction aimed at increasing English proficiency and academic achievement through: implementation of an EL and core curriculum that is standards based; quality staff development that addresses the needs of EL students AND the effective use of the texts and materials; and regular and ongoing examination of pupil assessment data for improved and adjusted teaching. 2. Continuous monitoring of the instructional program by teachers and administrators. 3. Maintain desirable teacher-to-student ratios in all grades.	
	Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs) 1. In addition to items listed above, funds will be used to ensure EL students are receiving additional support in academic vocabulary and writing by teachers and instructional aides to excel their learning of English to meet goal of proficiency.	

3/15/2016

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Hold the school sites accountable

1. Teachers will meet regularly to examine assessment data and discuss pupil progress, and adjust lessons to assist pupils in developing English proficiency. Data will include CAASPP, CELDT, quarterly benchmarks, and formative assessment data used by each grade. All data is entered into Illuminate and available for disaggregation during PLC meetings. Meeting notes will be shared with administration.

2. Teacher lesson plans will be standards based and include standards for ELD and ELA based on CCSS, California ELD Standards, and the ELA/ELD Framework. Administrators will monitor lesson plans and instructional strategies as they are delivered and provide feedback through informal discussions and a formal observation/evaluation process.

3. Pupil progress toward English proficiency will be measured regularly throughout the school year utilizing teacher instruments and text assessments, and annually through the CELDT. Pupils will be regrouped based upon the level of their proficiency.

4. Data will be disaggregated by ELs and analyzed through the use of the ELSSA (or comparable tool) to evaluate program effectiveness.

5. Pupil proficiency of state academic standards will be measured annually on the Smarter Balanced Assessment.

Promote parental and community participation in programs for ELs

1. The school operates an SSC/ELAC/DELAC that includes parent and community representatives, and meets on a monthly basis. This committee annually evaluates the District Master Plan for English Learners.

2. The school schedules 2-4 "Parent Nights" with an academic focus as outreach to parents and community members. ESL classes will be offered to parents and community members through the Buttonwillow Resource Center.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content Provide high quality language instruction 1. The District has purchased an EL standards based curriculum that is tightly aligned with the core reading program (Houghton Mifflin Journeys and Collections). It is implemented daily in grades TK-8. 2. All EL students receive uninterrupted EL instruction every day TK - 8 for a minimum of 30 minutes. 3. The District uses instructional aides in primary classes to support EL instruction in addition to the instruction provided by the classroom teacher during designated ELD.	Teachers, Admin, Inst. Aides	Instructional Aide Salaries	$24,000	Title III
Provide high quality professional development 1. Teachers will have an opportunity to attend 3 days of training on EL strategies and using the ELA/ELD framework to support the needs of EL students. 2. Additional training will be provided as needed for instructional support areas identified.	Teachers, Admin, Instructional Aides	Extra Time	$5,000	Title I LCFF
C. Required for Year 2 Goal 2 Improvement Plan Addendum* (IPA) for items A–B: Please describe the factors contributing to failure to meet AMAO target(s).				

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Goal 2 TPA* for items A-B:

Please describe the factors contributing to failure to meet AMAO target(s).
In analyzing CELDT, CAASPP, and local assessment data, it was discovered that most students are able to reach the intermediate level (CELDT), but few are able to move beyond that. It was also identified that our EL students are challenged to be able to reach proficiency on grade level ELA standard assessments. We believe that this is due to deficit in academic vocabulary and grade level writing skills.

Please describe all required modifications to curriculum, program, and method of instruction. 1. New ELA/ELD adoption will be implemented in the 16-17 school year. 2. Classroom walkthroughs will focus on instruction and content during Designated ELD lessons and strategies implemented using Integrated tools.	Teachers, Admin	Textbooks, Walkthrough Monitoring Tool	$70,000	LCFF

D. Required for Year 4

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III LEP funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students *Please see http://www.cde.ca.gov/sp/el/t3/lepprogrview.asp for a list of allowable LEP activities				
LEP 2% for Administrative/Indirect Costs:			$0.00	

E. Allowable Activities

F. LEP Overall Budget	LEP Estimated Costs Total:	$24,000

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

Assurances

To assure the SSD'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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

    a. The SSD will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The SSD will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The SSD, 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 SSD 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 SSD 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 SSD 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 SSD, hereby, assures that:

- The SSD 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 SSD will comply with section 9501 (regarding participation by private school children and teachers).
- The SSD 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 SSD will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

36. The SSD 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 SSD 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 SSD 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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any SSD 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 SSD 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 SSD Plan.

39. The SSD will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The SSD is complying with Section 3302 prior to, and throughout, each school year.

41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The SSD has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD, 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 SSD.

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

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

55. The SSD 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 SSD 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 SSD 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 SSD 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 SSD 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.
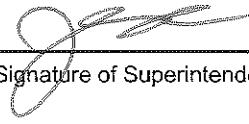
Signature Page

J. Stuart Packard	June 13, 2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply):*

    School Advisory Committee for State Compensatory Education Programs

    X   English Learner Advisory Committee

    Community Advisory Committee for Special Education Programs

    Gifted and Talented Education Program Advisory Committee

    Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: 5/5/2016

Attested:

J. Stuart Packard		6-21-16
Typed name of Superintendent	Signature of Superintendent	Date
Sati Santillian		6-10-2016
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Apppendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

2.1 **Performance indicator:** The percentage of limited - English - proficient
Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

Appendix B

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

Appendix C
(School - Based Programs - A to L)

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

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

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

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

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

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

School - Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre - K	x		x	x	x	A,C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B,C
High/Scope Perry Preschool Project	Pre - K				x	x	B,C,E
I Can Problem Solve	Pre - K				x		A,B,D
Incredible Years	K to 3				x	x	B,C,
Keep A Clear Mind	4 to 6	x	x				A,C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					x	D,C,E

Appendix C
(School - Based Programs - M to Z)

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

Appendix C
(Community and Family - Based Programs - A to Z)

Community and Family - based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home - Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent - Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse - Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

Appendix D

Research - based Activities (4115 (a)(1)(C))
The LEA must designate and list the research - based activities (strategies and activities developed by the LEA to supplement the science - based programs listed above) selected from below:

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

Local Educational Agency Plan
Buttonwillow Union Elementary School District

Appendix E
(Promising or Favorable Programs - A to G)

Promising or Favorable Programs

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

A: http://www.californiahealthykids.org (California Healthy Kids Resource Center)

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

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

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

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

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

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

Program	Setting							
Safe Dates	School					x		B
Say It Straight (SIS) Training	6 to 12	x						D
School Transitional Environmental Program	9 to 12				x	x	x	B
Smokeless School Days	9 to 12		x					A
Social Decision Making and Problem Solving	1 to 6	x				x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5						x	B
Socio - Moral Reasoning Development Program (SMRDP)	School					x		B
Storytelling for Empowerment	6 to 8	x		x				C
Strengthening Hawaii Families	Families			x				C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x				C
Syracuse Family Development Program	Family					x		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	x						C
Teenage Health Teaching Modules	6 to 12		x					C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x					A
The Scare Program	School					x		D
The Think Time Strategy	K to 9					x		D
Tinkham Alternative High School	9 to 12						x	C
Tobacco - Free Generations	8 to 12		x					A
Viewpoints	9 to 12					x		B
Woodrock Youth Development Project	K to 8	x	x	x			x	C
Yale Child Welfare Project	Families					x		B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	43	42	97.7	42	2335.7	0	14	17	69
Grade 4	39	39	100.0	39	2367.8	0	13	8	79
Grade 5	42	41	97.6	40	2405.4	0	7	24	66
Grade 6	40	40	100.0	40	2449.3	3	15	28	55
Grade 7	31	31	100.0	31	2482.5	3	16	32	48
Grade 8	37	35	94.6	35	2501.5	9	14	23	54
All Grades	232	228	98.3	227		2	13	21	63

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	5	31	64	2	19	79	0	52	48	0	45	55
Grade 4	0	26	74	3	31	67	8	41	51	0	33	67
Grade 5	0	30	70	3	43	55	0	53	48	5	35	60
Grade 6	8	23	70	5	43	53	3	60	38	8	60	33
Grade 7	3	52	45	10	39	52	0	61	39	3	61	35
Grade 8	14	31	54	9	34	57	9	46	46	11	51	37
All Grades	5	31	64	5	34	61	3	52	45	4	47	48

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	43	42	97.7	42	2366.0	0	12	31	57
Grade 4	39	39	100.0	39	2397.4	0	3	33	64
Grade 5	42	41	97.6	41	2409.8	0	2	17	80
Grade 6	40	40	100.0	39	2441.6	3	3	30	63
Grade 7	31	31	100.0	31	2455.9	0	10	29	61
Grade 8	37	36	97.3	35	2477.6	6	8	19	64
All Grades	232	229	98.7	227		1	6	27	65

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	2	31	67	0	33	67	5	55	40
Grade 4	0	10	90	0	23	77	3	26	72
Grade 5	0	15	85	0	22	78	0	27	73
Grade 6	3	18	79	3	23	74	3	41	56
Grade 7	6	26	68	3	39	58	3	68	29
Grade 8	6	20	74	9	43	49	9	51	40
All Grades	3	20	78	2	30	68	4	44	53

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	186	178	201
Percent with Prior Year Data	99.5	100.0	100.0
Number in Cohort	185	178	201
Number Met	92	95	113
Percent Met	49.7	53.4	56.2
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	149	70	144	66	153	83
Number Met	25	19	34	19	39	32
Percent Met	16.8	27.1	23.6	28.8	25.5	38.6
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K							3	60	2	40	5
1	2	10	4	19	13	62	1	5	1	5	21
2	2	6	13	42	12	39	4	13			31
3	1	3	7	23	13	42	7	23	3	10	31
4	5	14	7	20	19	54	2	6	2	6	35
5	7	27	7	27	8	31	2	8	2	8	26
6	2	9	7	32	4	18	6	27	3	14	22
7	1	7	5	36	2	14	4	29	2	14	14
8	2	13	4	25	7	44	1	6	2	13	16
Total	22	11	54	27	78	39	30	15	17	8	201

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	3	6	18	12	36	14	42	33
1	2	9	5	22	13	57	1	4	2	9	23
2	2	6	13	38	12	35	4	12	3	9	34
3	1	3	8	24	14	41	7	21	4	12	34
4	5	14	7	20	19	54	2	6	2	6	35
5	7	25	8	29	8	29	2	7	3	11	28
6	2	8	7	29	4	17	6	25	5	21	24
7	1	7	5	36	2	14	4	29	2	14	14
8	2	13	4	25	7	44	1	6	2	13	16
Total	22	9	58	24	85	35	39	16	37	15	241