

**Local Education Agency Plan
Beardsley 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 2014-2015.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| | 5. Local governing board approval |
| | 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
	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
X	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	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
X	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
	Other (describe):
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	150216	720561	614516	85
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		117279	107897	92
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient				
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education		2000	2000	100
IDEA, Special Education		272018	272018	100
21st Century Community Learning Centers				
Other (describe)				
Total	137800	1100499	946370	380

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	0	\$222,300.00	208692	94
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)				

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

District Profile

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

Beardsley School District is committed to meeting the educational needs of all children through a partnership between the school, parents, and community. This educational commitment includes the opportunity for every student to: be successful; develop a positive self-image; make decisions; and grow academically, socially, psychologically, and physically. Further, this commitment will assist each student in developing the necessary abilities for a successful career, and participation in and promotion of a free and democratic society.

Beardsley School District is one of two elementary districts in the Oildale community. We have four schools: North Beardsley (grades TK-6), Beardsley Elementary (grades TK-6), San Lauren (TK-6) and Beardsley Junior High (grades 7-8). Beardsley students attend each of our four schools, making district-wide demographic reporting appropriate. The October 2015 C-BEDS document reports Beardsley School District enrollment to be 1,783. Our student population is low socio-economic, with 85.8% receiving free and reduced meals. The ethnic distribution is 53 % White, 36% Hispanic, 1% American Indian, 4% African American, and 6% other. According to the 2015 fall CALPADS report, 164 students (9.2%) were limited or non-English speaking and 72 (4%) were reclassified to Fluent-English Proficient (R-FEP).

The October 2015 C-BEDS document reports Beardsley School District has 19 Foster youth (1%), and 60 Homeless youth (3.4%),

Beardsley students with special needs resulting from a handicapping condition are provided with a specialized program of instruction as outlined in the Individualized Education Plan (IEP). During the 2014-15 school year, 112 students (6.3%) received RSP services, and 67 (3.8%) students received SDC services according to an Individualized Education Plan. In addition, 128 students (7.2%) received speech services.

During the 2014-2015 school year, 51 Beardsley students (3.5%) were identified as chronically truant. Although positive behavior is consistently rewarded at each of our schools, 165 (9.3%) students were suspended last year for one or more days due to such infractions as disruption, disrespect, and fighting. This is 2 students fewer than the previous year.

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

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

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

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Needs assessment data is carefully reviewed each year by our School Board, administrators, teaching staffs, stakeholders and School Site Council members. Instructional and supplemental programs are modified based on needs assessment findings. The goals, objectives, and activities that are outlined in our Single School plans are the direct result of data analysis.

Data Collection – The Beardsley District has contracted with Illuminate Education to maintain student assessment records including classroom, Site, LEA, and Statewide assessments. Performance data that tracks data by grade level for every student in the district is maintained with this service. We generate disaggregated reports in order to track student achievement by gender, socio-economic level, mobility, and program participation. Illuminate is also used to track whole group and subgroup student achievement on state and district standards-based assessments. Illuminate provides automatic data that helps us to improve classroom instruction and student performance. In addition, students are assessed in their ability to read through the Accelerated Reader STAR Reading to track reading levels, phonemic awareness, and phonics skills. This comprehensive, timely analysis of student data provides valuable insight about trends in our educational program. Information generated from Illuminate, along with other school wide data, is synthesized into a profile for each school and used annually by the entire staff to examine program effectiveness. A standards based benchmarking system is utilized to target key standards in grades K through 6th. A team of Beardsley School District teachers have created District Wide Formative Assessments (CFAs) for the new Common Core State Standards in ELA and Math. Technology teachers have collaboratively worked with grade levels to create and administer District Benchmarks in ELA and Reading. This testing is done electronically and scores are immediately available to teachers.

Additional information is maintained for every English Learner in the district, including language fluency test scores (CELDT & Woodcock-Munoz), STAR Reading scores, writing proficiency scores, program participation, and redesignation information. This spreadsheet allows us to effectively supervise the testing process, track the progress of redesignated students, and monitor English-language acquisition rates. The English Language Development Standards are also tracked on a district matrix, allowing us to monitor the phonemic awareness and decoding skills of our English Learners.

Articulation Meetings – Staff members regularly participate in grade level and department meetings in order to ensure that our curriculum, instruction, and assessment techniques are aligned with the Common Core standards. These meetings are also used to identify strengths and weaknesses and make adjustments to improve our program. These meetings have helped us to enhance communication and improve consistency within programs, between grade levels, and from school to school. Teachers meet weekly, during early out Thursdays, to collaborate on curriculum and review data. One release day per grade level (K-6) has been added to the school calendar to provide additional time to edit the Common Core Curriculum and adjust CFAs to better meet the needs of our students.

Professional Development – Professional development days were used in August to orient staff with Illuminate. Staff were instructed on general topics, test building, and time was set aside to allow teachers time to collaborate on the Rigorous Curriculum Design Units aligned to the new Common Core State Standards. One release day, per grade level, has been designated in the 2015-16 school year in order for team members to meet with grade level colleagues in order for gather and disseminate information regarding RCD units.

Community Surveys – The SSC community survey and parent education survey allow us to obtain important feedback from parents and families. The results are tabulated and used to identify ways to improve programs and services. District and site administration collaborate and hold Stakeholder meetings, at each school site, to gather ideas from the community and it's stakeholders. This information is disseminated to members of the District Advisory and used to plan for future LCAP expenditures.

Performance Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-2015.

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: In order to improve achievement in reading, teachers will collaborate to align instructional and assessment procedures to the common core state standards. Collaboration will occur during RCD trainings, grade level meetings, and Reading and articulation meetings, staff meetings, and early out PDD.</p>	<p>Grade level articulation (1X weekly) Reading Teacher/ Classroom Teacher or Tutor Articulation (quarterly) Special Education/ Classroom Teacher Articulation (quarterly) Student Assistance Team meetings on an as needed basis</p>	<p>Substitutes for release time, incidental costs for standards based materials. Incidental costs for standards based materials. Incidental costs for standards based materials, substitute costs</p>	<p>Nominal</p>	<p>Title I</p>
<p>Teachers will attend grade level meetings to align curriculum with the new common core standards. Teachers will utilize grade level meetings to calibrate standards-based reports generated by Illuminate Education and determine how to target instructional delivery based on student needs. School administration will generate Illuminate Ed reports for staff</p>	<p>All teachers will attend grade level meetings monthly.</p>	<p>Illuminate Contract & Incidental costs for materials agreed upon during grade level meetings. Any such materials will be standards-based and aligned to the curriculum.</p>	<p>9,700</p>	<p>Supp/Concentration</p>
<p>Teachers will collaborate during Early out PDD Minimum days to improve the instruction of reading and writing. Testing data will be examined in order to target instruction in areas of weaknesses</p>	<p>Regular Grade level/department meetings</p>	<p>Incidental costs for purchasing supplemental materials agreed upon during grade level/department meetings. Any such materials will be standards-based and aligned to the core curriculum.</p>	<p>Nominal</p>	<p>Title I Sup/Conc</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Teachers will collaborate during PD Release Days to improve the instruction of reading, writing and math. Testing data will be examined in order to target instruction in areas of weaknesses</p>	<p>All teachers will attend a release day for professional development during the 2015-16 school year.</p>	<p>Substitute Costs & Costs for materials and supplies of common core instructional materials as determined by grade level teachers and their assigned administrator.</p>	<p>7000</p>	<p>Supp / Conc</p>
<p>2. Use of standards-aligned instructional materials and strategies: Teachers will implement Accelerated Reader to assess students in improving reading comprehension and fluency skills.</p> <ul style="list-style-type: none"> Teachers will utilize AR has a core local assessment in grades K -6th. <p>Teachers will meet regularly to discuss and implement RCD units of study</p> <ol style="list-style-type: none"> gain expert knowledge in the RCD units; developing strategies for improving instruction; developing specific assessment procedures; determining intervention program materials and strategies Pacing instruction as a grade level <p>This activity will allow teachers to establish specific instructional strategies, develop assessment procedures, and determine intervention strategies.</p> <p>Each Elementary School Site will maintain a coordinated Response to Intervention (RTI) program. All 1st through 6th grade students will be regularly assessed using multiple measures and DIBELS to ascertain the sub group(s) that will participate in the RTI Program. All 1st-6th students will be assessed multiple times during the school year. Teachers, and Instructional tutors will utilize various materials in the RTI Labs to increase reading comprehension and fluency skills: Read Naturally, Reading A to Z, RAZ kids, Wright Group Guided Reading Materials, Phono graphics, Total Reading, HM Leveled Reading System, Accelerated Reader (AR), SRA Reading Systems, and others. An RTI District Coordinator will administrate the program district wide to assure continuity between the RTI Programs at the respective elementary sites. In addition to the RTI Lab, Instructional Tutors work in all K through first grade classrooms to provide small group instruction.</p>	<p>All K-6 teachers during the school year.</p> <p>Weekly grade level meetings will be held to develop effective strategies, determine appropriate assessment techniques, and determine which intervention materials are needed. Items will be purchased as needed to provide on-going activities.</p> <p>Instr. Tutors, Part time credentialed teachers. RTI Coordinator</p>	<p>Renaissance Subscription & Conferences; PDDs; materials supporting grade specific goals; model classroom application fees; incidental cost</p> <p>Part-time Credentialed Reading teachers (RTI Labs), Title 1 Aides, SRA corrective reading materials, class sets of novels, Multiple Skills materials, Accelerated Reader materials, books, tests, incentive awards and rewards, software, hardware, maintenance agreements.</p>	<p>26000</p> <p>Nominal</p> <p>\$ 171,486 (BE) \$ 256,512 (NB) \$ 111,601 (SL)</p>	<p>Title I Supp/Concentration</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Assistant Principals will be utilized as co-administrators of the Title 1 Programs at the respective sites. Duties include: Classroom observations, coaching, lesson plan review, and school plan development (in conjunction with the Principal). This cost will remain in the allowable 20% for admin. costs. (See Con App II).</p>	<p>Assistant Superintendent, Asst. Principals</p>	<p>20% of Assistant Principal Salaries, 14% Admin. T1</p>	<p>\$60,843</p>	<p>Title 1, 20% Admin allowance</p>
<p>Certificated teachers will be utilized in all English Language (ELD) pullout classrooms. The teacher works directly with Limited English Proficient students to facilitate the mastery of English as per the English Language Master Plan. Technical support will be provided by the Asst. Superintendent's Office including training, monitoring of tutor instructional time, and other support related to implementing California Treasures, the districts new English Language Program. Each school will utilize an Instructional Tutor to service English Language Learners as per each school plan.</p>	<p>Asst. Superintendents Office, Instructional Tutors</p>	<p>EL Tutor Salaries, EL Coordinators Salaries (Asst. Superintendent's Office).</p>	<p>93160</p>	<p>Supplemental Concentration</p>
<p>Materials and supplies for English Language Learners will be maintained to foster the growth and development of LEP Students. Extra tutor time may be procured to work with LEP Students.</p>	<p>Principals, Assistant Principals</p>	<p>Supplies and materials, Instructional Tutors.</p>	<p>Nominal</p>	<p>Supplemental Concentration</p>
<p>Extra tutor/credentialed teacher time will be procured to work with students that require extra instructional support. Materials and supplies may be purchased to support the broad instructional program.</p>	<p>Principals, Asst. Principals, Asst. Superintendent</p>	<p>Extra Tutor/teacher time for remediation, supplies and materials.</p>	<p>\$52,000</p>	<p>Supplemental Concentration</p>
<p>Ten Percent of the District's Title 1 14/15 Entitlement (as required by NCLB) is required to be expended on professional development. The District provided one day of training for certificated staff participating in Illuminated Education. The trainings focus was on assessing the Common Core State Standards. Part of this training was provided in August of 2015 prior to the beginning of the school year. Follow Up trainings will be provided by the Illuminated Educational group (Tony) to our Tech Teachers. These trainings will also be proposed to each school's SCC to meet their 10% professional development requirement. The districts professional development requirement is \$ 72,056. The professional development 10% school site requirements will be used to help meet the district's \$72,056 requirement (See Con App II).</p>	<p>School Year: Teachers, Administrators, Asst. Superintendent</p>	<p>Payment for PDD Day to Teachers. Payment to vendor for trainings with the Leadership and Learning Center.</p>	<p>Pro Rata costs by site: \$ 25,651 (NB) \$ 17,149 (BE) \$ 11,161 (SL) \$ 7,492 (JH) \$ 61,452 (See Below Balance remaining, district requirement)</p>	<p>Title 1: 10% Professional Development PI Set Aside</p>
<p>The balance of the Title 1 Set Aside (\$ 10,604) may be used for further staff development during the school year. Possible topics include Common Core, ELA adoption toolkit training, Technology, and New Curriculum Trainings.</p>	<p>Teachers, Administration.</p>	<p>Payment to Vendor for additional trainings in classrooms.</p>	<p>\$ 10,604 \$ 72,056 Total Set Aside</p>	<p>Title 1: 10% Professional Development PI Set Aside(s)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district set aside \$50,000 for Supplemental Educational Services (SES) and/or School Choice as required by NCLB. Two of the district's sites entered year four and five of program improvement, triggering SES mandated services at BE and NB. Unspent SES Set aside monies will be redistributed to the sites and/or centralized Services as soon as the total cost for SES is reasonably determinable, and the district meets its other requirements set by NCLB prior to redistribution of the monies. The District's 20% requirement is \$ 144,112, but it believes it can meet its SES Requirement with \$ 50,000 based on past experience with SES expenditures.</p>	<p>SES Providers Approved by the Beardsley School Board of trustees.</p>	<p>Payments to approved SES Providers for SES Services Rendered and costs associated w/ School Choice, if any.</p>	<p>Up to \$ 144,112 for SES/School Choice Set aside reduced to \$50,000 based on participation in 2014-15.</p>	<p>Title 1 Set Aside required (20%)</p>
<p>3. Extended learning time:</p> <p>An RTI Program is offered that provides K-6 grade students with supplemental reading intervention with a certificated Reading Teacher and/or trained Title I tutor.</p> <p>Summer School may be provided for identified students.</p> <p>An after school Intensive Intervention Program may be available for "at risk students".</p> <p>All four district schools have a library stocked with fiction, non-fiction, resource books, and computers for online research.</p> <p>Schools in Program Improvement with a Title 1 population above 80% will participate in the After School Education and Safety Program. This essential service provides students time to complete homework with assistance, meals, and activities to promote a healthy, active lifestyle.</p>	<p>Teacher/aides throughout the school year</p> <p>All teachers for the school year and summer.</p> <p>2nd semester IIP classes may be offered two days per week. IIP teachers will monitor</p> <p>Principals</p> <p>Principals</p>	<p>Teacher/aide salaries/ benefits; curriculum materials; incidental costs</p> <p>Salaries of Summer School Teachers</p> <p>Salaries for teachers and incidental costs</p> <p>Follett Software</p> <p>Boys & Girls Club Staff</p>	<p>See above</p> <p>\$55,000 (approx)</p> <p>\$12,000.00</p> <p>\$3,000</p> <p>\$222,300.00</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title 1</p> <p>ASES Grant</p>
<p>4. Increased access to technology:</p> <p>School Based Computer Learning Lab</p> <p>Renaissance Accelerated Reader/STAR reading, STAR Early Lit., Math facts in a Flash, Annual Roster update, Accelerated Math</p> <p>Read Naturally, Reading A-Z, Rosetta Stone, purchases aligned with technology plan</p> <p>Specialized classes (science fair) to provide extended learning opportunities with standards aligned goals and curriculum</p> <p>Video Labs and Communications</p> <p>Rosetta Stone,</p>	<p>IT staff</p> <p>Classroom teachers</p> <p>Technology Committee</p> <p>Junior High teachers</p> <p>Administration</p> <p>EL teachers, IT staff</p>	<p>general maintenance - N Computing</p> <p>Annual agreements</p> <p>computer maintenance</p> <p>project purchases</p> <p>Maintain current equipment</p> <p>Rosetta Stone</p>	<p>\$1,200</p> <p>see above</p> <p>\$5,000</p> <p>\$3,000</p> <p>Nominal</p> <p>\$5,000</p>	<p>Unrestricted</p> <p>Supp/Concentration</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Supplemental/Concentration</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Technology In-service on Chromebooks , and tech plan review	District and site admin	Contract with KCSOS-CTAP	\$6,550	LCFF - Supplemental
Data analysis software - district benchmark test generator	District and site Admin and classroom teachers	Agreement with Illuminate Education	covered above	Supplemental Concentration
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Common Core State Standards and RCD units of instruction will be a focus for staff meetings, and collaboration meetings among Special Education and Regular Education Teachers, Classroom Teachers and Reading Teachers, and Classroom Teachers and Instructional Tutors. Rigorous Curriculum Design Implementation Computer support will be supplied by two full-time and one part time computer technicians to provide assistance in computer labs with technical support.</p> <p>Technical assistance and training will be provided at all four district schools during SBAC testing windows.</p> <p>Appropriate staff will participate in BTSA and Intern training opportunities</p> <p>In order to improve achievement in the area of reading, teachers will collaborate to align instructional and assessment procedures to common core state standards. Collaboration will occur during staff meetings, grade level meetings, and PD Release Days.</p> <p>Grade level meetings will be held regularly at the sites to collaborate and strategize with respect to Language Arts. A primary focus will be data driven analysis/decision making. All staff will participate in district/site disaggregation of data and plan a standards based curricular calendar One early out PDD will be scheduled during the school year for collaboration, planning, and data analysis.</p>	<p>The Principal will make arrangements for collaboration meetings.</p> <p>Site Principals The tech department will provide on-going technical support in maintenance and program management.</p> <p>Network Administrator will make assignments to cover all locations</p> <p>Teaching staff w/o clear credentials</p> <p>Conference and release time will be provided as needed, monitored by the principal</p> <p>Administrators/Teacher</p> <p>Administrators, teachers.</p> <p>Asst. Superintendent, Administrators, Teachers</p>	<p>Substitutes</p> <p>supplies</p> <p>Personnel for on-going maintenance and student/teacher assistance</p> <p>Personnel for on-going maintenance and student/teacher assistance</p> <p>Agreement with KCSOS</p> <p>Cost of consultant, conferences and substitute costs. Conference cost listed in instructional strategies (reading)</p> <p>NA</p> <p>Printing/paper costs</p> <p>Costs associated with compensating presenters for two training days.</p>	<p>\$1,500</p> <p>minimal \$75,000</p> <p>Included in above costs</p> <p>\$6,500 per Intern PT \$5,800 per BTSA PT \$1,500 per Support Provider</p> <p>Sub costs from above</p> <p>Nominal</p> <p>Nominal</p> <p>Nominal</p>	<p>Title I</p> <p>Title 1 District</p> <p>District</p> <p>BTSA -Educator Effectiveness Grant Interns - Title 1</p> <p>NA</p> <p>NA</p> <p>District</p> <p>Title 1, District</p>
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Homework packets are prepared and distributed weekly by teachers in an effort to provide practice supporting the instructional program.</p> <p>Teachers and students at the elementary school sites will participate in Read Across America in order to celebrate the joy of reading and honor Dr. Seuss. (as per SSC)</p> <p>Communication and collaboration between staff and parents is a major focus and as a result, staff, parents and community will be active in School Site Council, PTO, ELAC, DELAC, District Advisory Committee, Back to School Night, Open House and Parent/Teacher Conferences.</p> <p>Parents will be encouraged to attend the District sponsored Parent Project.</p> <p>Parent feedback and ideas regarding the Language Arts program are routinely sought and considered by all stakeholders.</p> <p>School Accountability Report Cards</p>	<p>Teachers</p> <p>Various teachers will work with the Principal to plan and organize</p> <p>All staff during the school year.</p> <p>Dist/Site Personnel Parents and Community members</p> <p>Dist/Site Personnel Parents and Community members</p> <p>Site and District Administration</p>	<p>Printing costs/paper costs (above and beyond regularly adopted work)</p> <p>Books; snacks for visiting dignitaries</p> <p>Incidental costs related to each meeting.</p> <p>Costs related to parent project incl. daycare, materials and services</p> <p>Costs related to parent survey - Survey Monkey / paper surveys</p> <p>Cost of production services - EnVision</p>	<p>\$10,000 (approx)</p> <p>\$600</p> <p>\$ 2,000</p> <p>\$8,000</p> <p>\$500</p> <p>\$2,000</p>	<p>Warehouse</p> <p>Title 1</p> <p>Title I, (Parent Project paid out of Title1. Parent Involvement Requirement)</p> <p>Title I, Parent Involvement 1% Requirement</p> <p>Title 1</p> <p>Title 1</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Parent Education – Parent Project will be offered to all parents in the districts school sites. Each school site's SCC approved their pro rata share of parent education Title 1 (1%) one percent set aside. The district will offer one or two seven week sessions, and the Asst. Superintendent's Office will administrate the program.</p> <p>Pre-school to K meetings – Parents meet with staff to discuss the transition and expectations concerning kindergarten reading readiness and language development.</p> <p>A portion of the districts Title 1 funds (\$2,000) will be reserved to support the basic needs of its homeless population during the school year.</p>	<p>Staff and administrators, parents, Teacher, Psychologist, Asst. Superintendent's Office provide technical support.</p> <p>Kindergarten teachers, administrators, preschool staff</p> <p>Homeless Coordinator will monitor the needs of the homeless population.</p>	<p>Costs for instructor for parent project.</p> <p>Supplies; over-time for teachers</p> <p>Gas Cards, supplies, clothing, and other items.</p>	<p>Pro Rata Share of Parent Involvement Monies: See Con App, School Plans NB: \$ 3,085 BE: \$ 2,061 JH: \$ 721 SL: \$ 1,340</p> <p>\$300</p> <p>\$ 2,000 District Wide Set aside</p>	<p>Title I, Parent Involvement 1% Requirement</p> <p>Title I</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A sixth grade orientation is provided to incoming 7th grade students.</p> <p>Going to College” College Visitation</p>	<p>Principal and Vice Principal will conduct orientation at end of school year.</p> <p>Junior High students and staff</p>	<p>Buses</p> <p>buses</p>	<p>\$ 500.00</p> <p>\$3,500</p>	<p>District</p> <p>Foundation</p>
<p>8. Monitoring program effectiveness:</p> <p>At the end of the year year-end AR results and rubric scores will be reviewed to assess growth and determine program needs.</p> <p>At the beginning of the school year, CAASPP test results will be reviewed to assess growth and determine program needs. Data Forms will be created using Illuminate Ed, and other local assessments). Benchmark results, multiple measures sheets, and other local data will be examined.</p> <p>Throughout the year, administration and staff members will meet with parents to review the goals and associated activities for proper implementation.</p> <p>All program implementation and results will be monitored and assessed. A Data Model will be used in all committees as a guide to monitoring programs and their effectiveness. Communication will be maintained between committees.</p> <p>Key portions of School plans will be distributed to staff by site administrators and reviewed at staff meetings.</p> <p>District leadership team collects and analyzes data from sites to make recommendations and commendations to the superintendent and school board.</p>	<p>Administration, staff, and parents</p> <p>Administration, staff, and parents</p> <p>Administration, staff, and parents</p> <p>Principal, Vice Principal, teachers, and School Site Council, ELAC, DAC, DELAC, .</p> <p>Administration, teachers.</p> <p>Dist/Site Personnel</p>	<p>Incidentals for meetings</p> <p>Incidentals for meetings</p> <p>Incidentals for meetings</p> <p>Incidentals for meetings</p> <p>Copying</p> <p>Technology and software Meetings and trainings Supplies and materials</p>	<p>\$100</p> <p>\$100</p> <p>\$1500</p> <p>\$800</p> <p>Nominal</p> <p>\$1,500</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>District</p> <p>Supplemental Concentration</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Student Study Teams at all sites</p> <p>Response To Intervention</p> <p>Use of computer based testing for better targeting Individual Learning Plans for at-risk students</p> <p>Supplemental Educational Services</p>	<p>Dist/Site Personnel</p> <p>Site, leadership, and Student Study Teams</p> <p>Outside Contractors</p>	<p>Dist/Site Personnel (benefits & salary)</p> <p>Meetings and trainings</p> <p>Supplies and materials</p> <p>Incentives/Stipends</p> <p>By contract</p>	<p>see above</p> <p>Covered above</p>	<p>Supp/Conc Title I</p> <p>Title 1 set aside</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Each school’s SPSA specifically addresses student needs</p> <p>District Counselor</p> <p>School Nurse</p>	<p>Parents, All BSD staff; classified, teachers, & administrators, Community members</p> <p>Community resources</p>	<p>Stipends, salaries, benefits</p> <p>Materials and books</p> <p>Field trips</p>	<p>\$10,000</p>	<p>General Fund</p> <p>Title I</p> <p>Special Education</p> <p>Lottery</p>

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-2015.

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: In order to improve achievement in math, teachers will collaborate to align instructional and assessment procedures to the common core state standards. Collaboration will occur during RCD trainings, grade level meetings, articulation meetings, staff meetings, and early out PDD Days. The District's CC, Standards based Common Formative Assessment system will be developed and serve to further align instruction to the math common core standards. The results will be analyzed, on a child by child basis, to improve the mastery of common core standards and to further align instruction with key standards. The Assistant Superintendent's Office will manage the program and provides technical support for the program. Multiple Measures will be kept and used by each classroom teacher for each student. This will provide information on each child's progress on a wide range of measures, and thereby align student needs with content standards. Identify and use Priority Standards K-8 to drive instruction</p>	<p>Ongoing - Grade level assigned Principals Ongoing: Assistant Superintendent, Principals, Assistant Principals, RCD Teachers, Tech Teachers, Students Ongoing Assistant Superintendents Office to provide technical support, Principals, Asst. Principals. District and Site Staff</p>	<p>Costs covered above Costs related to the administration of the benchmarking system / RCD Trainings: tutor extra time for grading benchmarks, copying. Time teachers spend on data entry during the school year Dist/Site Personnel (benefits & salary) Supplies & Materials</p>	<p>N/A (See Above) Nominal included above</p>	<p>N/A Title 1 Title 1 Supplemental</p>
<p>2. Use of standards-aligned instructional materials and strategies: One PDD will be provided on the Common Core State Standards and Rigorous Curriculum Design for the teachers on the RCD team. Teachers use Math grouping, Excel Math, Accelerated Math, Math Facts in a Flash software, the Khan Academy and Edusoft Math to supplement core curriculum instruction. Implement RCD Standards based lessons at all grade levels K-6</p>	<p>Teachers, Administrators, Asst. Superintendent All teachers throughout the school year. Elementary site staff</p>	<p>See Above Renaissance Place annual Subscription.</p>	<p>See Above See Above</p>	<p>Title I Required Prof. Dev. Requirement (See Above) Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District wide (K-6) standards Math benchmarking System (See Above)</p> <p>3. Extended learning time: Students will possibly extend their learning time in the Intensive Intervention Program and possible Summer School as funding allows. The district will make a determination based on budget as to the scope of the summer school program. An Intervention Program will be available for “at risk” students.</p> <p>RTI Labs will be extended to include math remediation at certain sites. Students struggling in mathematics will receive help in the labs. An intervention program ZAPP will be developed in part to help students with their math skills</p>	<p>Teachers, Administrators, Assistant Superintendent’s Office to Manage/provide Technical Support.</p> <p>Various teachers during the school year and the summer.</p> <p>Interventions are available for students at risk of failing math</p> <p>RTI Teacher(s), Students.</p> <p>Ongoing: Select Teachers, Students, Administration</p>	<p>Preparation of CFAs for mathematics</p> <p>Intervention Program and Summer School.</p> <p>Salaries of Summer School Teachers and building costs listed in RTI</p> <p>Salaries for lab teachers, tutors.</p> <p>Salaries for ZAPP Program</p>	<p>See Above</p> <p>\$50,000</p> <p>See above</p> <p>covered above</p> <p>See above</p>	<p>Title I</p> <p>Unrestricted</p> <p>See above</p> <p>Title 1</p> <p>Title 1</p>
<p>4. Increased access to technology: School sites will offer the Khan Academy to students in the computer labs. Students will participate in project based learning using Chromebooks Math facts in a flash will be utilized in each computer lab Acellus will be utilized with students needing extra intervention in math</p>	<p>Select Teachers, Students, Administration</p> <p>Select Teachers, Students, Administration</p> <p>2nd-4th grade students</p> <p>2nd-8th grade students</p>	<p>N/A</p> <p>see above</p> <p>see above</p> <p>Cost for Acellus program</p>	<p>N/A</p> <p>see above</p> <p>see above</p> <p>covered last year</p>	<p>N/A</p> <p>see above</p> <p>see above</p> <p>N/A</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Math strategies will be a focus for staff meetings, and collaboration meetings among Special Education and Regular Education Teachers, Classroom Teachers and Reading Teachers, Classroom Teachers and Instructional Tutors, and Release Days for Professional Development. Three Release Days will be provided to allow a focus on the effects of the Common Core State Standards. The collaboration will include strategies to increase student achievement and planning for RCD unit implementation.</p>	<p>The Principal and Assistant Superintendent will make arrangements for collaboration meetings.</p> <p>2013-16 school year. Asst. Sup to arrange PDD Days. Asst. Superintendent to arrange site in class trainings.</p>	<p>Materials/supplies, substitute costs are listed under “Reading”</p> <p>Costs associated with substitutes.</p>	<p>N/A</p> <p>See Above</p>	<p>Title I</p> <p>Title 1, PDD Required Set Aside, Common Core</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Teachers will attend grade level meetings and Staff Meetings that focus on math instruction.</p> <p>Appropriate staff will participate in BTSA and Intern training opportunities</p> <p>Teachers will be provided release time for collaboration through an early out schedule.</p> <p>Training on Acellus for Opportunity classroom Teacher</p>	<p>Teachers and administrators during the school year.</p> <p>Teaching staff w/o a clear credential</p> <p>Conference and release time will be provided</p> <p>Ongoing</p>	<p>Paper and photo copies.</p> <p>Agreement with KCSOS</p> <p>N/A</p> <p>Sub Costs</p>	<p>Nominal</p> <p>see above</p> <p>N/A</p> <p>\$200</p>	<p>NA</p> <p>Title 1</p> <p>N/A</p> <p>Title 1</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Math practice sheets and flash cards are provided to support the math incentive programs. Parents are encouraged to provide daily practice.</p> <p>Parent and community input will be sought through School Site Council, PTO, ELAC, DELAC, Back to School Night, Open House, Curriculum Advisory Committee, and Parent/Teacher Conferences, and Parent Project. The district, via survey, will ascertain feedback from important stakeholders.</p> <p>Communication and collaboration is a primary means of supporting and improving math proficiencies. Parents are provided numerous avenues of communication through parent education sessions, parent-teacher conferences, progress reports, weekly progress reports, etc. Student math achievement data are consistently reviewed with each of the advisory committees (i.e., SSC, DELAC, DAC, and ELAC).</p> <p>Parent feedback and ideas regarding the math program are routinely sought and considered by each of the advisory committees.</p> <p>School Accountability Report Card</p>	<p>Staff, parents, students</p> <p>Teachers and administrators during the school year.</p> <p>All staff will implement, attend, and monitor throughout the school year</p> <p>Surveys, SSC, ELAC, DELAC, and CAC.</p> <p>see above</p>	<p>Paper, card stock, and extra time for the production of the materials for daily practice</p> <p>Incidental costs</p> <p>Paper, incidental copying.</p> <p>Printing materials and incidentals for meetings. Survey monkey</p> <p>see above</p>	<p>\$3,000</p> <p>Nominal</p> <p>N/A</p> <p>Nominal</p> <p>see above</p>	<p>Title I</p> <p>Title I</p> <p>N/A</p> <p>N/A</p> <p>see above</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Parent Education – Parent Project will be offered to all Beardsley Parents.</p> <p>Pre-school to K meetings – Parents meet with staff to discuss the transition and expectations concerning kindergarten math readiness.</p> <p>Pre-School – On-site services provide educational opportunities for pre-school children. BSD staffs collaborate with preschool staff on an ongoing basis.</p>	<p>Parent Project Administrator, Parents</p> <p>Kindergarten teachers, administrators, preschool staff.</p> <p>Preschool staff, Kindergarten staff, administrators, BSD Special Services</p>	<p>Salaries related to the program</p> <p>Nominal Expenses</p> <p>Incidental expenditures</p>	<p>See Above</p> <p>Nominal</p> <p>Incidental costs</p>	<p>T1, Prof. Dev. Required Set Aside</p> <p>NA</p> <p>KCSOS, District</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A sixth grade orientation will be provided to incoming 7th grade students. Academics including math class offerings and expectations are explained.</p> <p>"Going to College" Campus visitations</p>	<p>Principal and Vice Principal will conduct orientation at end of school year</p> <p>Junior High students and staff</p>	<p>Buses</p>	<p>see above</p>	<p>District</p> <p>see above</p>
<p>8. Monitoring program effectiveness:</p> <p>Throughout the year teachers and administrators will review Multiple Measures Metrics, using Illuminated Education to ascertain student mastery of priority standards. At the beginning of the school year, CAASPP results will be reviewed to assess growth and determine program needs. School site and district Power Points will be prepared to showcase test scores.</p> <p>Throughout the year, administration and staff members will meet with parents to review the goals and associated activities for proper implementation.</p> <p>The math program is to be monitored by administrators, teachers, School Site Council members, English Language Acquisition Committee, and Curriculum Advisory Committee using report cards, benchmark tests, meetings, weekly and monthly tests, state test results and parent input.</p> <p>All program implementation and results will be monitored and assessed. A Data Analysis Approach will be implemented in all committees as a guide to monitoring programs and their effectiveness.</p>	<p>Asst. Superintendent, Principals, Asst. Principals, Teachers,</p> <p>Administration, staff, and parents</p> <p>Administrators, teachers, parents and committees throughout the year.</p> <p>Principal, Vice Principal, teachers, and School Site Council will monitor implementation, data collection, and assessment as recorded.</p>	<p>Release time; cost of materials; overtime</p> <p>Incidental materials</p> <p>Minimal financial impact. Cost of Edusoft scanners and materials.</p> <p>No related expenditures</p>	<p>\$2,000</p> <p>see above</p> <p>see above</p> <p>N/A</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Student Study Teams, Response to Intervention, and use of computer based applications and testing are utilized to better target individual learning plans for at-risk students.</p> <p>Supplemental Educational Services</p>	<p>Dist./Site personnel. Site admin and student study teams</p> <p>Outside Contractors</p>	<p>Personnel benefits & salary - meeting supplies and materials Incentives & stipends</p> <p>By Contract</p>	<p>see above</p> <p>see above goal</p>	<p>see above</p> <p>Title 1 set aside</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Each school's SPSA specifically addresses student needs: District Counselor - School nurse</p>	<p>Parents, BSD staff, community members, community resources</p>	<p>Stipends, salaries, benefits, materials, books, field trips</p>	<p>see above</p>	<p>see above</p>

Performance Goal 3:

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

Summary of Needs and Strengths for Professional Development

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

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

With the onset of the new Common Core State Standards (California Edition) there is a need to transition to a new set of standards realigned in each grade level. Beardsley School District Strengths include having 100% HQ staff with no mis-assignments.

Strengths	Needs
<ol style="list-style-type: none">1. 26 of 26 teachers (100%) at North Beardsley (grades K-6) are NCLB compliant in their assigned subject areas.2. 17 of 17 teachers (100%) at San Lauren (grades K-6) are NCLB compliant in their assigned subject areas.3. 15 of 15 teachers (100%) at Beardsley Elementary (grades K-6) are NCLB compliant in their assigned subject.4. 12 of 12 teachers (100%) at Beardsley Junior High are NCLB compliant in their assigned subject.5. 70 of 70 self-contained and core teachers (100%) in grades K-8 are NCLB compliant in their assigned subject areas.6. The district implements approved Intern and BTSA programs through the Kern County Superintendent of Schools Beginning Teacher Consortium in order to assist teachers as they work toward their Professional Clear credential. Eleven Support Providers are currently assisting eleven Participating Teachers and five Interns.7. 9 of 9 of special education teachers are NCLB compliant and Highly Qualified.8. 100% of teachers are CLAD certified teachers to meet the needs of all English Learners in the district.9. 1 of 2 speech pathologists are fully credentialed.10. All paraprofessionals (100%) are NCLB compliant.11. All four schools in the district have implemented extensive staff development, as outlined in their Single School Plans. All Principals have been through the AB 430 Training, or were already fully credentialed.	<ol style="list-style-type: none">1. All teachers need further professional development opportunities with respect to Common Core State Standards.2. The District completed an Equitable Distribution Plan to ensure that all teachers hired in the future are Highly Qualified. Continued Diligence will be maintained to ensure that only Highly Qualified Teachers are retained.3. Further training will occur during the school year in the area of the common core standards. This training is offered through the Kern County Superintendent of Schools.4. All costs associated with the BTSA and Intern programs have been transferred to the LEA from the KCSOS. This will amount to approximately \$5,150 for each Participating teacher in BTSA and \$5,542 for each Intern.

Performance Goal 3:

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

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>1. A thorough and continuing review of personnel records helps us in determining each teacher’s level of compliance with NCLB. The Assistant Superintendent works closely with teachers to either certify compliance or assist them in meeting requirements. He will continue to ensure that all teachers are Highly Qualified prior to being hired at Beardsley School District.</p> <p>2. District & site administrators conduct an annual professional development:</p> <p>a. Academic weaknesses b. Curriculum adoption cycles c. Subject-matter knowledge d. Teaching strategies, including strategies for EL, SpEd, GATE, and socioeconomically disadvantaged students, classroom management</p> <p>3. District & site administrative staff and Principal’s Cabinet members collaborate to develop annual staff development plans. Staff development activities typically occur during Instructional Time & Staff Development (PDD) Days (1, 2 or 3 days per year); formal grade level & department collaboration meetings. Board approved Minimum days will be established for the purpose of staff development.</p> <p>4. Conferences may be approved for individual teachers that are standards-based and consistent with identified needs outlined in the Single Plan for Student Achievement.</p> <p>5. Peer coaching and observation opportunities will be provided for teachers who wish to improve classroom instruction and classroom management and those enrolled in BTSA and Intern programs through the KCSOS.</p>	<p>District & site admin. Principal’s Cabinets EDP Review</p> <p>Needs Assessment – spring for group needs; early Sept. for individual needs</p> <p>Early out days and Release days</p> <p>September – Planning for individual needs</p> <p>Ongoing</p>	<p>Personnel Time</p> <p>Coordinator; trainer fees; materials</p> <p>sub costs for release days</p> <p>Conference costs</p> <p>BTSA Support Providers</p>	<p>Nominal</p> <p>Nominal</p> <p>\$ 25,000</p> <p>Nominal</p> <p>\$1,500 per Support Provider</p>	<p>Title II Title II, Part D</p> <p>Title II</p> <p>Professional Development: Title 1 Required Set Aside,</p> <p>Title 1</p> <p>Effective Educator Grant</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Assistant Principals will be involved in the teacher observations, lesson plan review and coaching, RTI programs, and other coaching elements that align instruction with state standards.	Ongoing	Portion of Asst. Principal Salaries	\$ 33,783	Title I
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>1. Staff development activities may be designed to enhance our delivery of standards and research based adopted and supplemental curriculum materials (i.e., State adoptions and supplementals including Excel Math, A to Z Reading, Accelerated Reading, Accelerated Math, Illuminate Education, Khan Academy, Acellus, etc.). Staff development will include training on new program implementation, sharing of techniques and strategies, assessment techniques, calibration of assessment instruments, intervention strategies, and differentiating instruction for subgroups.</p> <p>2. District, site administration, and staff review a variety of professional development opportunities. To ensure that our limited professional development time is spent wisely, we are focusing on topics and formats that will have the greatest impact on teachers' ability to accelerate the learning of students. This research tells us that having clear goals for staff development prevents distractions that waste time and divert energy.</p> <p>3. We will make every effort to ensure that all staff development will be as appropriate and effective as possible by focusing our time on those areas that will make the greatest impact, and by beginning with a clear picture of what we are trying to accomplish. Data will be analyzed to guide the District's Staff Development Decisions and focus.</p>	<p>District & site admin. Principal's Cabinets SSC ELAC/DELAC GATE Committee Technology Committee Asst. Superintendent CAC</p> <p>Monitoring of staff development will be ongoing</p> <p>District/Site Admin.</p>	<p>Costs for salaries, materials</p> <p>Time of Admin.</p> <p>Admin. Time</p>	<p>See Above</p> <p>Nominal</p> <p>Nominal</p>	<p>Title I: Required Set Asides: Program Improvement</p> <p>District</p> <p>District</p>
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District & site administrative staff and Principal's Cabinet members will use assessment data to monitor and evaluate the degree to which professional development activities:</p> <p>1. Focus on students meeting common core standards through the use of Teacher developed RCD units of study and resources such as state adopted texts and materials</p> <p>2. Are based on staff needs assessment and specific goals in school plans</p>	<p>District & site admin. Principal's Cabinets SSC ELAC/DELAC Asst. Superintendent</p> <p>Monitoring will be ongoing</p> <p>District & site administration and staff</p> <p>Monitoring will be ongoing</p>	<p>Early outs and Release days</p> <p>Early outs and Release days</p>	<p>No program fees \$3,500</p> <p>reference goal 1</p>	<p>Not Applicable Title I</p> <p>Title 1 LCFF - Supplemental</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> All NCLB Highly Qualified Teacher professional development activities will be coordinated and monitored by the Assistant Superintendent. All staff development activities will be scheduled on a district calendar. District & site administrative staff and Principal's Cabinet members will ensure that professional development activities are planned and coordinated to help all students meet or exceed state standards. District & site administrators will work together to coordinate the implementation of individual, grade level/department, and school wide staff development opportunities in order to maximize effectiveness, efficiency, and resources. Staff development opportunities will continue to be offered to help teachers meet the needs of students with different learning styles. KCSOS will provide the Induction Program for staff without clear credentials 	<p>District & site admin. Principal's Cabinets SSC, ELAC/DELAC, DAC, and Safe Schools Committees Asst. Superintendent Kern County Superintendent of Schools</p> <p>Ongoing Monitoring</p>	<p>No coordination costs</p>	<p>No program fees</p>	<p>Not Applicable</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>In developing the staff development plan, district & site administrative staff and Principal's Cabinet members will ensure that:</p> <ul style="list-style-type: none"> Professional development is based on needs assessment results. Regularly scheduled grade level meetings, staff meetings, and collaboration time will be used to discuss instructional techniques and strategies, align with state standards, review pacing, and coordinate/calibrate assessment. Staff development will include opportunities for peer coaching and peer observations. Staff development days will focus on subject/skill areas in need of improvement based on assessment data. Administrator training will focus on supporting standards implementation, organization, and management, and will address the diverse needs of students, particularly students in the lower performing groups. <p>District & site administrative staff and Principal's Cabinet members will plan professional development activities that address staff needs in assisting all students to meet or exceed state standards.</p> <p>Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes.</p> <p>Classroom management, intervention, working with parents, and other topics will be addressed within the context of ensuring that all students meet or exceed state standards.</p>	<p>District & site admin. Principal's Cabinets SSC ELAC/DELAC, DAC, GATE Committee All staff (receiving staff development Technology Committee Asst. Superintendent</p> <p>Ongoing</p>	<p>College Coursework Subject Matter Competency Exams Paraprofessional Coursework or Test Prep Trainings Conferences Presenters</p>	<p>Expenditures covered in other areas</p>	<p>Title I - Intern Support Providers</p> <p>Effective Educator Funding - BTSA Support Providers</p> <p>Title II</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Supplemental Concentration monies will be utilized for technology training, primarily for teachers in grades 3-8. At these grade levels, teachers are expected to be an integral part of a sophisticated technology program that supports common core curriculum instruction. It is necessary for teachers in these grades to be proficient in computer applications and computer instruction.</p> <p>District & site administrators and Principal's Cabinet members will work with teachers to plan technology staff development. Professional development will focus on the use of technology to improve teaching and learning in a standards-based curriculum, and promote the use and sharing of new skills and experiences.</p> <p>As described in our EETT Technology Use Plan, all Professional Development activities will incorporate the following "The Design Elements for High-Quality Professional Development": Technology-based pedagogy & content knowledge The use of student performance assessments Site-based priorities and individual learning needs Allotment of time for teachers to plan, reflect, design lessons, and examine, assimilate content and make meaning of teaching standards Collaboration and collegial work A positive and productive environment conducive to adult learning Leadership development opportunities Accountability practices and evaluation of professional development sessions to ensure the alignment of teacher-learning to student-learning</p>	<p>District & site admin. Principal's Cabinets SSC/ ELAC/DELAC GATE Committee Asst. Superintendent Superintendent DAC</p> <p>Ongoing Monitoring</p>	<p>Contracted consultants: KCSOS Ed Tech, Teachers</p>	<p>\$ 6,500</p>	<p>Supplemental / Concentration</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Beardsley School District will develop and implement a professional development program that utilizes onsite trainers who will provide sustained and ongoing training for teachers and students in grades 3-6.</p> <p>A primary goal of our program is to prepare teachers & students to use technology as a tool to access, analyze, apply, evaluate, present information, and complete performance tasks. Technology teacher(s) will provide training(s) for staff. This training will be provided by Kern County Ed Tech Team members from the Kern County SOS</p> <p>Our Administrative Team approaches technology instruction by examining what students need to learn and how technology can promote those learning goals. Teachers analyze student educational goals prior to the development of lesson plans, the implementation of professional development, or the purchase of technology.</p>	<p>District & site admin. Principal's Cabinets, Technology Committee, Asst. Superintendent Superintendent</p> <p>Ongoing Training</p>	<p>Trainings Conferences Presenters Substitutes</p> <p>Subs CTAP Contract</p>	<p>Planning</p> <p>\$1,500 \$6,500</p>	<p>little or no costs</p> <p>LCFF Supplemental Concentration</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The Assistant Superintendent, along with the administrative team, will conduct the annual needs assessment and oversee professional development program development for the district.</p> <p>The LEA plan was developed and will be reviewed annually under the leadership of the Assistant Superintendent with input from students, parents, teachers, paraprofessionals, principals and district administrators.</p> <p>The Assistant Superintendent will also serve as the liaison between other districts and the Kern County Superintendent of Schools in order to collaborate and maximize professional development opportunities. Specific KCSOS training opportunities are provided through the Curriculum Advisory Committee, Beginning Teacher Consortium, and the Substance Abuse Prevention Education Consortium.</p>	<p>District & site admin. Principal's Cabinets SSC ELAC/DELAC DAC, DLT, APS Survey</p> <p>Asst. Superintendent</p> <p>Ongoing Collaboration & Monitoring</p>	<p>Professional Development Coordinator</p>	<p>Nominal Costs</p>	<p>Title II, Title 1</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Teachers will have opportunities to attend district and county workshops, in-service trainings, conferences, and summer institutes that include areas that are specifically outlined in school plans. Individual teacher needs described in professional development needs assessments are also offered through these same resources. These opportunities will include professional development on Rigorous Curriculum Development, differentiated instruction and researched based techniques to English Learners to meet ELD standards and gain access to the common core curriculum, and Special Ed students to meet standards based goals and objectives established in their IEPs.</p> <p>District wide staff development will focus on teaching students to meet grade-level standards in reading, writing, and mathematics, including:</p> <ul style="list-style-type: none"> • Collaboration on RCD units during early out days and Release days. • Effective teaching strategies to meet the needs of all students, especially those who are low-performing • Instruction aligned with common core content standards including effective utilization of core adopted texts and materials • Data analysis to improve classroom practices and student learning <p>Parent/teacher communication will be a focus for staff development at Beardsley School District. Teachers will receive materials and participate in discussions about how to involve parents in their child’s education.</p> <p>Teacher collaboration time will include benchmark assessments for key/essential standards, data analysis, joint review of student work, research-based instructional strategies, and addressing the diverse needs of students.</p>	<p>District & site admin. Principal’s Cabinets SSC ELAC/DELAC All staff (receiving staff development Technology Committee DAC Asst. Superintendent Superintendent Board of Trustees</p> <p>Administrators, teacher input,</p> <p>Administrators, teacher input,</p> <p>Administrators, teachers</p>	<p>Workshops Summer Institutes Trainings Conferences Presenters</p> <p>Conferences, trainings</p> <p>Materials, supplies</p>	<p>Expenditures covered in other areas</p>	<p>Title I, Part A Effective Educator Funding - BTSA SP Title 1 - Intern SP LCFF</p> <p>Title 1</p> <p>Title 1</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Administrative training will focus on supporting standards implementation, organization, and management, and will address the diverse needs of students, particularly students in the lower performing groups.	Administrators, Assistant Superintendent	Trainings	Expenditures covered in other areas	Title I
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The first priority for Title II funds will be to assist teachers in becoming "highly qualified". The district will work closely with teachers to determine necessary steps toward NCLB compliance and will assist teachers in gaining necessary coursework, CSET testing, test prep, etc. The district has 100% compliance, as all teachers are Highly Qualified as defined by NCLB.</p> <p>The district implements approved Intern and BTSA programs through the Kern County Superintendent of Schools Beginning Teacher Consortium in order to assist teachers as they work toward their Professional Clear credential. The Assistant Superintendent of Beardsley oversees the implementation of each of these programs. Teacher training will utilize Title I funds to become fully qualified.</p> <p>All teachers and instructional tutors are highly qualified under the provisions of NCLB. The District Office feels that, this being the case, the best use of Title II dollars is class size reduction. As such, two teachers will be paid out of title II funds to hold down class size at two critical grade levels. The targeted school, Beardsley elementary, is in program improvement year 2. The District selected kindergarten/first grade (combo) and third grade for the placement of Title II monies.</p>	<p>District & site admin. Principal's Cabinets SSC ELAC/DELAC GATE Committee Technology Committee DAC All staff (complete needs assessment) Asst. Superintendent Superintendent Board of Trustees</p> <p>Ongoing Training</p> <p>Ongoing Training</p> <p>School Year. Two teachers at BJHS</p>	<p>College Coursework Subject Matter Competency Exams Paraprofessional Coursework or Test Prep Trainings Conferences Presenters CFASST Training</p> <p>Contract with KCSOS BTSA INTERN</p> <p>Employee costs, salaries and benefits for two teachers for class size reduction purposes.</p>	<p>Expenditures covered in other areas</p> <p>covered in other areas</p> <p>Covered above</p>	<p>Title II Title II, Part D Effective Educator Funding - BTSA SP Title 1 - Intern SP</p> <p>BTSA SP - Effective Educator Grant Intern SP - Title 1</p> <p>Title II, part A. Unrestricted</p>

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
<p>The district has a code of conduct policy that is strongly enforced, clearly communicated to students, staff and parents, and that supports student learning.</p> <p>A district advisory group continues to guide the district in planning, implementing and assessing the on-going effectiveness of its school safety, drug, alcohol, tobacco and violence prevention programs.</p> <p>Staff members trained in the Student Assistance Team process meet regularly to provide a systematic problem solving approach to helping students with academic, behavioral, and other issues.</p> <p>A clear set of emergency procedures is contained in the Safety Plans on all campuses, and regular practice drills are conducted.</p> <p>Parents are provided with information on how to support their child on a regular basis through the “Student Handbook”, parent newsletters, and “Parents Make a Difference”.</p> <p>Parent Project is offered to all parents as a tool to foster skills in working with their children.</p> <p>Project Alert and Caring School Communities have been implemented to provide information and opportunities for junior high students to build stronger attachments and meaning in their school setting. Also, part of the process is to help students delay the use of alcohol, drugs, and tobacco in their lives.</p> <p>The District applied for and was granted (Positive Behavior Intervention Support - PBIS) in conjunction with the Kern County Superintendent of schools office to support positive behavior changes for the Beardsley Elementary Campus.</p>	<p>Improved behavior intervention/ modification program needed to address bullying concerns.</p> <p>Improved parent involvement in their children’s education.</p> <p>Programs or strategies for supporting highly mobile student population.</p> <p>Beardsley needs to implement additional programs for substance abuse and character education.</p> <p>Mental Health Services (Counseling) are a need District Wide to link families with mental health services. The federal grant continues to be a primary asset in this effort.</p> <p>Intervention Programs to help students make appropriate choices are needed District Wide.</p> <p>Behavior Support Teams are needed to address safety and violence issues.</p> <p>The Kern County Sheriff’s Department is needed to assist with students that have been identified as habitual truants and provide intervention services to students and their families.</p>

Environments Conducive to Learning (Activities)

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

Activities
<p>Programs funded with NCLB or state monies to support students physically, socially, emotionally, intellectually, and psychologically include:</p> <ul style="list-style-type: none"> • Emergency Procedures Plan & training • Family Life Education & Sex Respect Teen Health (Board approved/District funded) • Grant Supported Activities, such as Friday Night Live

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

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

Strengths	Needs
<p>According to the 2013 CHKS:</p> <p>94% had never use marijuana in their lifetime(7th) 86% in the previous survey</p> <p>80% 75% perceive alcohol use as harmful (5th)</p> <p>94% perceived cigarette smoking to be harmful(5th)</p> <p>96% of 7th grade students have never once smoked a cigarette.</p> <p>The same percentage of 7th grade students (78%) strongly disapprove the use of both alcohol and Marijuana.</p> <p>86% of 7th grade students say they have never drank alcohol</p> <p>84% of 7th grade students believe that there is a teacher or some other adult who always wants me to do my best.</p> <p>8% of 5th grade students feel safer at school than outside of school.</p>	<p>According to the 2013 CHKS:</p> <p>18% of 5th graders say they have used Alcohol or marijuana at least once in their lifetime (down from 20% last year)</p> <p>34% say they have been a Passenger in a Car Driven by Someone Who Had Been Drinking. 29% say this has happened 2 or more times.</p> <p>7% say they have used marijuana (7th) down 4% from last year</p> <p>12% feel that marijuana is harmless (7th)</p> <p>10% feel a Low Level of High Expectations at School (5th)</p> <p>9% feel a Low Level of Meaningful Participation in School (7th)</p>

Performance Goal 4:

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: Fall 2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 6% 7th: 8%	5th: 1% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 8% 9th: % 11th: %	7th: 2% 9th: % 11th: %
The percentage of students that have used marijuana will decrease biennially by:	5th: 2% 7th: 6%	5th: 1% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 6% 9th: % 11th: %	7th: 1% 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 5% 9th: % 11th: %	7th: 1% 9th: % 11th: %
The percentage of students that feel very safe at school will increase biennially by:	5th: 38% 7th: 19% 9th: % 11th: %	5th: 2% 7th: 2% 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 39% 9th: % 11th: %	7th: 5% 9th: % 11th: %

Truancy Performance Indicator	Most recent date: 2014-2015 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	3.5%	2.5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2012-2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: 69% 7th: 67% 9th: % 11th: %	5th: 5% 7th: 5% 9th: % 11th: %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: 63% 7th: 65% 9th: % 11th: %	5th: 2% 7th: 2% 9th: % 11th: %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: 24% 7th: 44% 9th: % 11th: %	5th: 5% 7th: 2% 9th: % 11th: %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: 67% 7th: 52% 9th: % 11th: %	5th: 2% 7th: 2% 9th: % 11th: %

Other Performance Measures

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

LEA Specified Performance Measures The number of “truant” students (3 or more unexcused absences) will decrease. (Process to Collect Data)	Performance Indicator Goal	Baseline Data
After 3 unexcused absences the school office issues the first letter truancy letter, notifying the parents of our attendance policy. Subsequent letters are sent home upon the 4th and 5th absence. School Administrators conference with the parents and provide suggestions as to how to make sure children are in school after the 3rd letter. The 4th letter is sent home after the next unexcused absence.	1% decrease	25% (2007-08) 23% (2008-09) 24% (2009-10) 27% (2010-11) 27% (2011-2012) 27% (2012-2013) 33% (2013-2014) 33% (2014-2015)

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

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

Program 1	
Science Based Program Name:	Project Alert
Program ATODV Focus:	A T OD
Target Grade Levels:	Grades 7 & 8
Target Population Size:	All students in grades 7
Purchase Date:	8/05
Staff Training Date:	9/05
Start Date:	Fall 2005
Program 2	
Science Based Program Name:	Child Development Project: Caring School Community
Program ATODV Focus:	A OD V + Youth Dev.
Target Grade Levels:	K-6
Target Population Size:	All students K-6
Purchase Date:	8/05
Staff Training Date:	08/09
Start Date:	Fall 2008
Program 3	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	

Target Population Size:

Purchase Date:

Staff Training Date:

Start Date:

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

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

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades 2-8
Conflict Mediation/Resolution		
Early Intervention and Counseling	Probation Officer/Various	K-8
Environmental Strategies		
X Family and Community Collaboration	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8
Media Literacy and Advocacy	Alcohol, Tobacco, Character Traits	Grades K-8
Mentoring	Alcohol, Tobacco, Other Drugs, Violence	Grades K-3
Peer - Helping and Peer Leaders		
Positive Alternatives	Alcohol, Tobacco, Other Drugs, Violence	Grades 2-8
X School Policies	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8
Service - Learning/Community Service		
Student Assistance Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8
Tobacco - Use Cessation		
Youth Development Caring Schools Caring Classrooms	Alcohol, Other Drugs, Violence	Grades K-6
Other Activities	Safe Schools Grant	K-8th Grades

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

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

Program 1
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 2
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 3
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

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

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

Our Assistant Superintendent, in conjunction with the school sites, reviews relevant data including CHKS, CSSA, and other staff, parent, and student surveys. It was determined that based on truancy/tardy rates, inappropriate behaviors warranting suspension, and community issues concerning substance abuse, the district-wide areas of focus for Beardsley will be truancy, positive behavior, and substance abuse prevention.

We believe we can make a difference in the three identified areas because programs will be implemented district-wide and local training & support are available through the Kern County Superintendent of Schools Consortium.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

An evaluation of program effectiveness will be conducted on an annual basis and reviewed by School Site Councils and the District Advisory Committee (including staff, parents, and students). The evaluation will involve an analysis of CHKS Survey results, CSSA Results (Beardsley continues to collect the information), truancy/tardy rates, suspension rates, and discipline referrals. This data will be analyzed by our Councils to gauge district trends and specific strengths and needs for each area of focus.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection: Latest CHKS data was administered in 2012-13 and will be collected again in 2015, 2017, 2019. Results of the survey will be reported to the Beardsley Board of Trustees during an open session, they will be reviewed by the School Site Councils, and they will be included in our School Accountability Report Cards, and they will be posted on our district website. Notice of the Board Meeting and School Site Council Meetings will be posted as usual according to the Brown Act, and notification about our website is continually addressed through school site newsletters.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Funding has ended.

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Funding discontinued

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Funding discontinued

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the

California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.
 Funding has discontinued

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full Time Equivalent
Beardsley School District participates in the Kern County Superintendent of Schools Consortium. District positions are not funded with these monies. The consortium provides trainings, materials, support, and guidance in the implementation of programs related to tobacco use prevention.	0

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

This section is not applicable. Beardsley is a single grade span district, and is therefore not required to rank school attendance areas.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The Beardsley School District uses the number of children eligible for Free/reduced lunch. All four sites are school-wide Title 1 and run from 63% to 94%. Title 1 funds are divided equally based on the Free and reduced enrollment of the schools. PI schools may receive more based on open enrollment and SES participation.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>North Beardsley is ranked highest with 93% F&R Beardsley Elementary is second with 92% F&R San Lauren is third with 63%</p> <p>Beardsley Junior High is ranked as our only junior high with 84% F&R</p> <p>The BDS total is 85% F&R</p>

Additional Mandatory Title I Descriptions

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

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

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

- Reading and math intervention provided by Title I Reading Teachers for students who are experiencing difficulty with core language arts curriculum
 (Response to Intervention Programs).
- Supplemental support of the core academic curriculum by Instructional Tutors who are working under the direct supervision of classroom teachers within the classroom setting
- Special grouping to assist low performing students
- After-school and Summer School intensive intervention programs
- Analysis of assessment data - Illuminate Education
- Specialized incentive programs designed to assist students with reading and math skills
- Technology implementation that directly supports core curriculum instruction
- Parent education
- Supplemental Educational Services offered by outside agencies

- Services for homeless students that meet NCLB Title X requirements, to include:
 - a. Identification & enrolling homeless children and youth
 - b. Assessing the academic ability of homeless children & youth
 - c. Providing access to comparable services (state and federal programs for which they are eligible)
 - d. Providing transportation to allow homeless children to remain in their current Beardsley school
 - e. Informing homeless parents of their rights concerning their child's education
 - f. Case Managed services by our Homeless Liaison.
 - g. Liaison services by our Coordinator of daycare services, who is designated as the district Homeless Coordinator

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>A parent survey is conducted by each site, each spring, about the educational programs at each site and the perception of how these programs are doing and what they would like to see changed or added to the schools program. This data is shared with at all stakeholder LCAP meetings. Data is also analyzed from the CST, CELDT and benchmark testing to see areas of weakness or areas in need of improvement. Professional development/site plans are based on these findings. Professional development has included trainings by The Leadership and Learning Center, Ruby Payne, and DataWorks for effective methods to improve instruction district wide.</p> <p>The BSD has started an after school programs at both school sites in Program Improvement through the ASES program. We also have homework clubs, summer school when funding exists, a special needs PreSchool, and family events during the day and evening. Schools in PI offer SES tutoring. We are currently in our second year of Common Core implementation and have strategies in place to provide needed materials to support our RCD units of study.</p> <p>Lack of stable funding has not allowed for extended learning times, extended school year, before school programs, and summer school but our stakeholder meetings have indicated a desire to bring those programs back when funding allows.</p> <p>Each elementary site holds data team meetings where low performing students are provided intervention classes in reading and math. Teachers meet with parents and discuss improvement strategies during parent teacher conferences and other events throughout the year.</p> <p>The BSD has 100% highly qualified teachers and will hire only highly qualified teachers. Since there is a lack of funding from the state the BSD will continue to show staff their appreciation in nonmonetary ways. The BSD will continue to avoid layoff staff through creative methods.</p> <p>The BSD will continue to have effective staff development that is also open to parents, the board and the community. We will continue the use of staff development being delivered by expertise in-house staff, webinars as well as outside providers.</p> <p>Sites will continue to increase parent involvement with the use of a phone message delivery system. The use of parent nights will be used to increase parent involvement.</p> <p>Preschools will be dedicated to transitioning their students to Kindergarten or Transitional Kindergarten. Preschool continue to be a seamless continuances part of the North Beardsley campus</p> <p>Teachers will analyze the test scores of incoming students to identify the weaknesses and work on a plan to fill gaps in student learning. They will also use the student study team, parent conferences, ZAP, and other methods to fill areas of deficiencies.</p>

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>All Beardsley Schools operate approved School Wide Programs All Beardsley Schools offer a Response to Intervention Program that includes identifying students based on multiple assessments, Student Assistance team meetings and grade level meetings at each site. HQ Credentialed teachers offer pull out services, during the normal school day, to students identified for services and use programs designed to help students catch up to their "on grade level" peers.</p>

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

This section is not applicable. All Beardsley schools operate approved School wide Programs, and are therefore not subject to Targeted Assistance provisions.

Note: All services provided with Title I School wide Program funds at Beardsley School District are outlined in each school's "Single Plan for Student Achievement". Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>All Beardsley Schools operate approved School Wide Programs. Children are identified using a matrix of several assessments including, CAASPP assessments, LEA Benchmarks, STAR Reading, DIBELS fluency scores, teacher recommendation, and parent consultation.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>All Beardsley Schools operate approved School Wide Programs. The BSD LEA Homeless Liaison ensures that all students identified as homeless or Foster youth are offered immediate enrollment and provided transportation options to accommodate special needs.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>All Beardsley Schools operate approved School Wide Programs</p>

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

Beardsley has two schools that are not in program improvement, and two schools in PI, years 4 and 5. The District has been identified Yr 3, PI. Program Improvement has set aside ten percent of the districts Title 1 budget for Staff Development related to the areas of weakness that led to Program Improvement. The district itself safe harbored in PI, Year 2 in the 2012-13 school year.

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Before the beginning of the first school year following identification of school improvement status, the district provided written notice to parents about the identification of each student enrolled in the school in a format and in a language that the parents can understand.</p> <p>The notice explains the:</p> <ul style="list-style-type: none"> • Meaning and reasons for PI identification • Steps the school and district are taking to address the problem of low achievement • Assistance parents can provide in addressing the academic issues that caused the school to be identified for school improvement • Parents choice option to transfer their child to another school, served by the district, not in program improvement (San Lauren) with transportation provided. • The opportunity to obtain district paid, supplemental educational services.
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>The BSD will provide a list of BSD schools who are not in PI to the parents of students enrolled in schools who are in PI. Parents may request to transfer their student. They will be informed that transportation will be provided free of charge.</p> <p>Parents will be notified at all PI schools of the availability for their students to receive Supplemental Services if they are eligible. Students who are at Basic, Below Basic or Far Below Basic are eligible for services. This will be offered twice during the school year.</p> <p>The district will reserve and spend up to an amount equal to 20 percent of its annual Title I allocation for transportation and SES. If the request for transportation and SES services exceeds the funded amount then the students with the greatest needs will be given priority.</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Beardsley School District has worked to coordinate Title I and II funds in order to address the prioritized needs of teachers, principals, and paraprofessionals. The professional development procedure is outlined below:

1. The first priority for professional development is to assist teachers in becoming "highly qualified". A needs assessment of teacher qualifications has been conducted, and great effort is taken to assist teachers who have not met NCLB compliance requirements (as described in various sections of this plan). In addition, the district implements approved Intern, BTSA programs through the Kern County Superintendent of Schools Beginning Teacher Consortium in order to assist teachers as they work toward their Professional Clear credential. Beardsley also supports teachers with an Internship certificate by assigning an Intern Coach and allowing them to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. All of the districts teachers are HQ for the 2014-2015 school year.

2. The second priority is to provide professional development: (1) based on common core, standards-based instructional needs and areas that our schools are identified for Program Improvement; 2) assessments and rubrics; 3) the use of technology as an instructional tool; and 4) new adoptions and other programs.

Professional Development Days, grade level and department meetings, and focus meetings are held regularly in order to provide adequate time for staff to plan and evaluate programs. Full day Professional Development Day activities are

carefully planned by school and district staff and approved by the Board of Trustees. Title 1 was selected to handle the districts professional development needs for the 2015-16 school year, and the district set aside 10 percent of the Title 1 budget for staff development.

3. The third priority is to meet the individual needs of teachers as long as those needs are consistent with common core standards-based instruction, classroom management, or aligned in another way with the Single School Plan for Student Achievement.

4. The District Office made the determination that the best usage of Title II monies was class size reduction at the primary level for the 2015-16 school year. Two teachers were paid out of Title II monies for the purpose of reducing class sizes at a select school site.

Highly Qualified Teachers	
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The BSD has only Highly Qualified Teachers and Paraprofessionals and only recruits staff who meets these requirements. The district retains these staff members by having a competitive salary and benefit schedule but realistically retains most staff because of nonmonetary means through working conditions and staff development.</p> <p>The BSD has built a comprehensive district coordinated professional development program for teachers, principals and all other appropriate staff including district level administrators and staff and parents as appropriate. The goal of the BSD coordinated professional development program is to promote the success of all students served by the district and insure that staff meets the requirements in No Child Left Behind (NCLB) :</p> <ul style="list-style-type: none"> • All teachers are highly qualified • All paraprofessionals meet NCLB standards under section 1119
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>BSD has many opportunities for parents to become involved in the educational process. Many parents are District employees. BSD school sites hold PTO, ELAC, and SSC meetings to educate parents and seek stakeholder input in regards to the school plan and LCAP.</p> <p>The District offers a Principal Partner day where parents experience the school day during class. The day ends with a stakeholder meeting where all stakeholders, parents, staff, community members, and students offer both accommodations and suggestions on school improvements. District staff also hold community forums at each of its school sites. These meetings are held in the evening and are designed to educate all stakeholders about the LCFF and seek suggestions for the needs of the District.</p>

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

When a need is determined at the district level or at any of our schools, the first step in determining a solution to make sure that the program or activity is research based, and that it has optimal potential be successful. Given that Beardsley is a small district, most of our programs operate under the governance and supervision of the same individuals and committees, allowing us a greater opportunity to align programs and activities. We utilize all available funds in a manner consistent with applicable restrictions and regulations, and we work hard to coordinate funds in order to increase opportunities and reduce redundancy and fragmentation. We strive to be professional in our approach to instruction and supervision, and we work hard to:

- Align curriculum, instruction and materials to content and performance standards;
- Develop programs and services that are based on data;

- Evaluate progress toward meeting academic performance goals;
- Be fiscally prudent with state and federal funds in order to improve student academic performance; and
- Utilize a collaborative approach to solutions, incorporating state and federal program funds to meet identified needs and utilizing various other funding sources to expand and enhance program services for students and families.
- Be fiscally prudent with professional development monies. Title 1 was utilized in 2014-2015 for Professional Development; as a result a 10 percent set aside was required. This amount met the district's PDD needs, and as such allowed the district to target Title II monies in the most beneficial way for students. Title II monies were utilized for class size reduction in 2014-2015 at the Junior High School.

Increased Program Effectiveness	
<p>Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The BSD assistant superintendent acts as coordinator for the ELD, and Title I, and II programs. The superintendent also works with these programs and with the site staff to assure continuity and to eliminate needless duplication in federal and state funded categorical programs. Together, with the CBO, District administration develop the District LCAP and share with stakeholders prior to presenting to the school board. The district also employs a school psychologist who acts the Director of Special Education to accomplish the same as previously explained.</p>

Part III

Assurances and Attachments

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Paul Miller

12/15/15

Printed or typed name of Superintendent

Date

Signature of Superintendent

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Beardsley Elementary School District**

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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Appendix B

Links to Data Websites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

**Appendix C
(Community and Family-Based Programs)**

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

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Appendix D

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

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

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

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

Promising or Favorable Programs

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

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

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

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

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

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

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

Appendix E
(Promising or Favorable Programs)

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

Appendix E
(Promising or Favorable Programs)

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

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	199	196	98.5	196	2364.4	8	13	23	56
Grade 4	182	176	96.7	176	2408.4	4	17	24	55
Grade 5	194	188	96.9	188	2446.8	5	19	28	47
Grade 6	195	187	95.9	187	2458.4	3	16	32	50
Grade 7	164	161	98.2	161	2529.1	6	35	32	28
Grade 8	151	145	96.0	143	2557.1	8	39	32	20
All Grades	1085	1053	97.1	1051		5	22	28	44

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	9	33	58	6	38	56	6	58	36	8	43	49
Grade 4	6	47	47	6	44	50	7	61	32	6	53	41
Grade 5	11	37	52	10	46	44	6	62	32	11	59	30
Grade 6	5	44	51	7	35	57	5	68	27	6	60	34
Grade 7	14	55	31	20	55	24	9	70	22	13	58	29
Grade 8	18	50	32	17	61	22	14	67	19	20	55	24
All Grades	10	44	46	10	46	44	7	64	29	10	55	35

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	199	194	97.5	194	2374.0	3	21	27	49
Grade 4	182	176	96.7	176	2413.4	1	12	38	49
Grade 5	194	188	96.9	188	2447.4	2	12	34	52
Grade 6	195	188	96.4	188	2463.1	6	7	34	53
Grade 7	164	161	98.2	161	2508.5	7	18	40	34
Grade 8	151	146	96.7	144	2503.3	4	13	29	52
All Grades	1085	1053	97.1	1051		4	14	34	49

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8	38	54	11	37	53	5	49	46
Grade 4	3	28	69	2	52	46	4	36	60
Grade 5	6	27	68	2	41	57	3	40	57
Grade 6	9	23	68	6	37	56	6	47	47
Grade 7	13	44	43	11	49	40	9	76	16
Grade 8	6	35	58	4	58	38	7	63	31
All Grades	8	32	60	6	45	49	5	51	44

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K					4	80	1	20				5
1			8	24	18	53	6	18	2	6		34
2			7	26	12	44	7	26	1	4		27
3	1	5	6	32	8	42	3	16	1	5		19
4			5	29	9	53	2	12	1	6		17
5	2	10	12	60	3	15	2	10	1	5		20
6	1	10	3	30	4	40	1	10	1	10		10
7	1	9	7	64	3	27						11
8	1	7	8	53	5	33	1	7				15
Total	6	4	56	35	66	42	23	15	7	4		158

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	3	9	25	15	42	11	31	36
1			8	23	18	51	6	17	3	9	35
2			7	24	13	45	7	24	2	7	29
3	1	5	6	32	8	42	3	16	1	5	19
4			5	28	9	50	3	17	1	6	18
5	2	10	12	57	4	19	2	10	1	5	21
6	1	9	3	27	4	36	2	18	1	9	11
7	1	9	7	64	3	27					11
8	1	7	8	53	5	33	1	7			15
Total	6	3	57	29	73	37	39	20	20	10	195