

Application #	
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**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

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

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Mountain Empire Unified School District

County/District Code: 37 68213

Dates of Plan Duration (should be five-year plan):

Date of Local Governing Board Approval:

District Superintendent: Steve Van Zant

Address: 3291 Buckman Springs Road

City: Pine Valley, CA

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

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

**Steve Van Zant**

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Heimerdinger, Tina**

Printed or typed name of Board President

Date

Signature of Board President

<b>Required Elements</b>	Location in LEA Plan
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<b>Instructional Materials: Reading-Language Arts (RLA)</b>	
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in RLA	
<ul style="list-style-type: none"> <li>Identifies core programs currently in place and describes current levels of adoption</li> </ul>	Page 16 PG1 Reading: 1c, 1.d
<ul style="list-style-type: none"> <li>Describes the specific strategies and actions to support a coherent instructional program in all schools to improve student achievement.</li> </ul>	PG1 Reading: 1.a, 1.b, 1.c, 1.d, 2.a, 2.b,
2. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)	See Footnote

<b>Instructional Materials: Mathematics</b>	
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:	
<ul style="list-style-type: none"> <li>Identifies core programs currently in place and describes current levels of adoption</li> </ul>	Page 16 PG1 Math: 1.c, 1.d
<ul style="list-style-type: none"> <li>Describes the specific strategies and actions to support a coherent instructional program in all schools to improve student achievement.</li> </ul>	PG1 Math: 1.a, 1.b, 1c, 1.d, 2.a, 2.b,
2. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)	See Footnote

<b>Focus on High Priority Students</b>	
1. The plan targets the instructional needs of ELs not meeting proficiency targets	
<ul style="list-style-type: none"> <li>Documents district policies for assessing, placing, and exiting English learners in ELD support</li> </ul>	PG1 Reading: 8.b PG1 Math: 8.b PG2: 1.c.a PG2: 1.c.b PG2: 2.a.a
2. The plan targets the instructional needs of SWDs not meeting proficiency targets	
<ul style="list-style-type: none"> <li>Describes strategies and actions to support the specific needs of SWDs in the core instructional program.</li> </ul>	PG1 Reading: 2.a, 4.a, 9.a, 9.b PG1 Math: 2.a, 4.a, 9.a, 9.b
<ul style="list-style-type: none"> <li>Documents presence of or actions taken to support and create collaboration among general education and special education teachers by grade level or program.</li> </ul>	PG1 Reading: 9.b PG1 Math: 9.b
3. The plan targets the instructional needs of other high priority students not meeting proficiency targets	

Required Elements	Location in LEA Plan
<ul style="list-style-type: none"> <li>Describes specific strategies and actions to provide strategic interventions for identified students in reading/ELA and/or mathematics.</li> </ul>	See previous items since ELs and SWDs are the main at-risk groups
<ul style="list-style-type: none"> <li>Describes specific strategies and actions to provide intensive intervention programs, offered as additional learning time during the school day, in reading/ELA and/or mathematics.</li> </ul>	See previous items since ELs and SWDs are the main at-risk groups
4. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)	See Footnote

<b>Professional Development for Teachers</b>	
1. The plan identifies the professional development needs of all teachers:	
<ul style="list-style-type: none"> <li>Describes specific professional development actions to ensure the effective implementation of the standards-based/standards-aligned curriculum in reading/ ELA and mathematics, including specific professional development actions related to the Common CCSS as materials are developed.</li> </ul>	PG1 Reading: 4.b, 5.a, 5.c, 5.d, 5.f, 5.g PG1 Math: 4.b, 5.a, 5.c, 5.d, 5.f, 5.g
<ul style="list-style-type: none"> <li>Describes specific professional development actions to ensure effective instruction for ELs in Reading/ELA and mathematics.</li> </ul>	PG1 Reading: 4.b, 5.d PG1 Math: 4.b, 5.d PG 2:3
<ul style="list-style-type: none"> <li>Describes specific professional development actions to ensure effective instruction for SWDs in Reading/ELA and mathematics.</li> </ul>	PG1 Reading: 4.b, 5.d PG1 Math: 4.b, 5.d
<ul style="list-style-type: none"> <li>Describes specific professional development actions to ensure effective implementation of the strategic and intensive intervention programs in Reading/ELA and mathematics.</li> </ul>	PG1 Reading: 4.b, 5.d PG1 Math: 4.b, 5.d
2. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)	See Footnote

<b>Professional Development for Administrators</b>	
1. The plan identifies the professional development needs of all administrators	
<ul style="list-style-type: none"> <li>Describes specific strategies for the professional development of administrators to ensure the effective implementation of the standards-based/standards-aligned curriculum in ELA and mathematics, including specific professional development strategies related to the CCSS as materials are developed.</li> </ul>	PG1 Reading: 4.b, 5.a, 5.c, 5.g PG1 Math: 4.b, 5.a, 5.c, 5.g
<ul style="list-style-type: none"> <li>Describes specific strategies for the professional development of administrators to ensure effective instruction for ELs in ELA and mathematics (e.g., SDAIE).</li> </ul>	PG1 Reading: 4.b, 5.d PG1 Math: 4.b, 5.d PG 2:3

<b>Required Elements</b>	Location in LEA Plan
<ul style="list-style-type: none"> <li>Describes specific strategies for the professional development of administrators to ensure effective instruction for SWD in ELA and mathematics.</li> </ul>	PG1 Reading: 4.b, 5.d PG1 Math: 4.b, 5.d
2. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)	See Footnote

<b>School in Title I, Program Improvement Year 3 (Corrective Action)</b>	
<ul style="list-style-type: none"> <li>Identifies the schools in PI Year 3</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies the corrective action(s) assigned to these schools</li> </ul>	Page 2
<ul style="list-style-type: none"> <li>Describes implementation of PI activities in individual schools in corrective action</li> </ul>	Page 2

<b>Schools in Title I, Program Improvement Year 4 (Restructuring/Alternative Governance)</b>	
<ul style="list-style-type: none"> <li>Identifies the number of schools in PI Year 4</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies the restructuring plan and includes one of the five restructuring/alternative governance arrangements for each PI Year 4 school.</li> </ul>	

<b>Schools in Title I, Program Improvement Year 5 (Restructuring/Alternative Governance)</b>	
<ul style="list-style-type: none"> <li>Identifies the number of schools in PI Year 5</li> </ul>	
<ul style="list-style-type: none"> <li>Describes implementation of the restructuring/alternative governance plan that was developed when the school was identified in PI Year 4</li> </ul>	

## TABLE OF CONTENTS

Introduction.....	1
District Profile.....	1
District Planning .....	3
Budget.....	4
Federal and State Programs Checklist .....	4
District Budget for State and Federal Programs .....	5
District Budget for State and Federal Programs .....	6
Needs Assessments .....	8
Academic Performance and Demographic Data.....	8
Teacher Quality Professional Development and Hiring .....	13
Performance Goal 1 Reading Language Arts (RLA).....	14
Performance Goal 1 Math.....	20
Performance Goal 2 .....	26
Performance Goal 3 .....	31
Performance Goal 4 .....	36
Performance Goal 5 .....	42
Part III: Assurances and Attachments.....	47

## Introduction

### District Profile

The Mountain Empire Unified School District (MEUSD) consists of six K - 8 schools, one high school, one continuation high school, one K-12 home school/independent study school, *and an adult education program*. The district serves a population of students in a 660 square mile area. Approximately 1600 students are bused daily to their schools of attendance. The District operates a general education program, a special education program, *Title I, Title II, Title III, programs, and a variety of grant programs*. MEUSD employs 250 staff members with approximately 60% of the employees being certificated. The ethnic distribution of students in the District is 44% White, , 44% Hispanic, 1% Filipino, 2% Asians, 1% American Indian and 6% multiple. MEUSD's other significant sub groups are English learners 21%, Students with Disabilities 9%, and Socio-Economically Disadvantaged 57%.

The mission statement of MEUSD is

*“Our Students, parents, community members, staff, teachers, and administrators work together to create a collaborative working culture.”*

To facilitate achievement of the mission statement the board has adopted the following goals:

- Each student will experience sustained academic growth in a safe, respectful environment
- Establish and maintain a culture of mutual trust and respect among adults
- Keep our focus on the needs of our students

The Mountain Empire Unified School District provides a comprehensive array of programs and services to the students it serves. The core program for the students includes classroom instruction plus additional opportunities in the areas of fine arts (taught by specialists in the subject), career and technical education, and extracurricular /co-curricular activities. Other support services include the efforts of librarians, CLAD, BCLAD, teachers, nurses, psychologists, and special education specialists.

For the gifted and talented student, specialized clustered grouping begins at the fourth grade to support differentiated instruction, wider experiences in the academic fields, and research driven curriculum provided by GATE certified instructors when available. These opportunities remain available through the high school level in honors and AP courses. For the student who experiences difficulty in academic achievement, the district has implemented an effective Response To Intervention (RTI) system that includes up to three tiers of interventions, depending on the grade level.

Parents are an integral part of the school community. Through participation in various advisory groups such as the DELAC, ELACs, Title I, GATE Parent Advisory Group, School Site Council, Community Advisory Committee, and District Site Liaison Team parents give input to administrators and teachers. Site PTA Councils and various booster groups provide hundreds of volunteer hours of support for student activities and events.

Potrero Elementary School is the only PI Yr 3 or higher school in the district. The school was assigned all of the following corrective actions by the district: receive technical assistance from an approved DAIT, notify parents of PI status of school and school choice, set aside 10% for professional development to meet highly qualified staff requirements, revise the SPSA to cover 2-year period, and implement the revised SPSA promptly.

## **District Planning**

Mountain Empire Unified School District has adopted a model of a continuous cycle of improvement - Plan > Do > Check > Act - to guide both district and site planning processes. *As part of this process, a District Site Liaison Team, DSLT, has been created to support improvement efforts at PI schools and the District.*

Education Consultants (EC) was selected to serve as the District Assistance and Intervention Team (DAIT) provider for MEUSD in February 2012. Over a two-month period under the direction of two DAIT Leads, EC worked collaboratively with MEUSD to identify district needs. Development of the Needs Assessment encompassed review and analysis of district documents, student performance data, school visitations, staff interviews, and focus group activities.

Specifically, this included the following actions.

1. Document review
  - a. LEA Plan
  - b. Title II and Title III Plans
  - c. Board policies
  - d. Staff communication relative to Program Improvement
2. Student performance data analysis
  - a. CST results
  - b. CAHSEE
  - c. Attendance
  - d. API and AYP reports
3. Two Academic Program Survey (APS) focus groups
  - a. Elementary - 12 representatives from all schools participating in the focus groups were: four principals -- Barbara Cowling, Lynn Correa, Bill Dennett, and Bryan Farmer and eight (8) teachers, Laura Turner, Norma Cruz, Rebekah Sullivan, Mike Doane, Cheryl Lugo, Bob Bordelon, Brianna Clifton and Chelsea Russell.
  - b. Secondary - 5 representatives from the high school the principal, Ken Edwards, and teachers Joshua Carter, Florence Glaubius, Debi Inman and Liz Ann Parker.
4. DAS (District Assistance Survey) card sort focus group - 13 representatives one from each school.
5. School visitations, inclusive of classroom observations, to all schools
6. Specific observations of programs serving students with disabilities including formal staff interviews.
7. Formal individual interviews with select members of the Administrative Council and Board members
8. Ongoing DAIT team / District collaboration relative to Needs Assessment Findings and Recommendations



## Budget

### Federal and State Programs Checklist

	Federal Programs
x	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
x	Title II, Part D, Administrator Training
x	Title III, Limited English Proficient
x	Title III, Immigrants/EIA
x	Title IV, Part A, Safe and Drug-Free Schools and Communities
x	Title V, Part A, Innovative Programs
x	Adult Education/Fund 11
	Music/Arts Block Grants
	McKinney-Vento Homeless Education
x	IDEA, Special Education
x	21 <sup>st</sup> Century Community Learning Centers
x	Vocational Program/Carl Perkins Grant
x	Indian Education
	Other (describe):
	Other (describe):
	Other (describe):

	State Programs
	EIA – Compensatory Education
	EIA – Limited English Proficient
	State Migrant Education
	English Language Acquisition Program
	<b>State Programs – Tier III Flexibility</b>
x	School/Library Improvement Block Grant (AB 825)
x	Gifted and Talented Education
x	IMFRP (Instructional Materials Funding Realignment Program)
x	CAHSEE
	TUPE-Elementary Entitlement Grants
x	PAR
	Certificated Staff Mentoring
x	Community Based English Tutoring
x	Staff Development Math/Reading
	Staff Development Administrator Training
	Targeted Instructional Improvement
x	PE Teacher Incentive
x	Art/Music Block Grant
x	Secondary School Counseling Program
x	School Safety & Violence Prevention Act (AB1113)
x	Pupil Retention Block Grant (AB 825)
x	Professional Development Block Grant (AB 825)
x	Lottery – Instructional Supplies
x	Home to School Transportation
x	Home to School Transportation - Special Education

## District Budget for State and Federal Programs

	Current Year District Entitlements 2010-2011	Prior Year District Carryovers 2009-2010	2010-2011 Projected Direct Services to Students at School Sites \$	2010-2011 Projected Direct Services to Students at School Sites (%)
<b>Federal Programs</b>				
Title I, Part A	\$402,390	\$27,832	\$268,008	75%
Title II, Part A	\$106,516	\$15,556	\$120,163	97%
Title II, Part A, Administrator Training	0			
Title II, Part D, EETT	\$4,773	\$1,398	0	0
Title II, Part D, EETT Competitive	0			
Title III Immigrant Education Program (4201)	0	\$7,106	0	0
Title III LEP Student Program (4203)	\$43,358	\$5,981	\$45,112	80%
Title IV, Part A, Drug Free Schools	\$10,490	\$5,786	\$10,283	100%
Career Technical Education	0	0	0	0
Vocational Program, Carl Perkins Grant	\$13,004	0	\$12,374	100%
Vocational Program, CCEC Grant	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA:				
Local Assistance (Resource 3310)	\$475,832	0	\$451,832	100%
Adult Education Fund 11:				
EL Civics (Resource 3926)				
<b>Total</b>	<b>\$1,186,095</b>	<b>\$71,364</b>	<b>\$1,047,316</b>	<b>83.3%</b>

## District Budget for State and Federal Programs

	Current Year District Entitlements 2010-2011	Prior Year District Carryovers 2009-2010	2010-2011 Projected Direct Services to Students at School Sites \$	2010-2011 Projected Direct Services to Students at School Sites (%)
<b>State Programs</b>				
EIA – Compensatory Education	0	0	0	0
EIA – Limited English Proficient	\$254,186	\$244,473	\$261,769	71%
State Migrant Education				
Community Day School (2430)	\$77,412	0	\$77,412	100%
English Language Acquisition Program				
Special Education (6500)	\$1,622,431	0	\$1,622,431	100%
AG Vocational Education (7010)	\$7,776	\$513	\$8,289	100%
QEIA (7400)	\$221,200	\$140,859	\$360,414	100%
ASES (9065)	\$672,084	0	\$533,312	100%
Transportation (7230)	\$657,411	0	\$552,914	100%
Transportation Spec. Ed (7240)	\$271,630	0	\$229,452	100%
Class Size Reduction (1300)	\$405,501	0	\$405,501	100%
Lottery/Instructional Material (6300)	\$17,529	\$82,960	\$48,742	100%
<b>State Programs – Tier III Flexibility</b>				
School/Library Improvement Block Grant (AB 825)	\$113,638	\$180,975	0	0
Gifted and Talented Education	\$4,510	\$28,290	0	0
IMFRP (Instructional Materials Funding Realignment Program)	\$90,054	\$342,123	0	0
CAHSEE	\$28,298	\$56,932	\$2,236	100%
TUPE-Elementary Entitlement Grants				
PAR	\$8,251	\$37,532	0	0
Certificated Staff Mentoring				
Community Based English Tutoring	\$10,204	\$41,228	0	0
Staff Development Math/Reading	\$15,035	\$12,733	0	0
Staff Development Administrator Training	\$2,426	\$6,616	0	0
Targeted Instructional Improvement				
PE Teacher Incentive	\$117,441	\$100,593	\$112,418	100%
Art/Music Block Grant	\$37,784	\$64,895	0	0
Secondary School Counseling Program	\$68,752	\$56,988	0	0

School Safety & Violence Prevention Act (AB1113)	\$18,325	\$20,406	\$2,319	100%
Pupil Retention Block Grant (AB 825)	\$202,725	\$332,596	\$11,7581	100%
Professional Development Block Grant (AB 825)	\$70,083	\$205,844	0	0
Adult Ed (6390/0920)	\$3,302	\$16,839	0	0
Lottery – Instructional Supplies				
Home to School Transportation				
Home to School Transportation - Special Education				
<b>Total</b>	\$4,997,988	\$1,973,374	\$4,334,790	62.2%

## Needs Assessments

### Academic Performance and Demographic Data

Table 1 shows the District’s API growth over the last three years by statistically significant sub-groups. District-wide growth was 40 points over the three year period, with a 2011 API of 735. Growth in the scores of Hispanics, English Learners and Students with Disabilities show dramatic growth.

**Table 1: Academic Performance Index Growth, by Ethnicity**

Grade Level	Past Data			Targets		
	08-09	09-10	10-11	11-12	12-13	13-14
District-wide, 1079	-2	6	36	5	5	5
Hispanic, 471	-13	21	32	5	5	5
White, 475	6	0	25	5	5	5
SED, 697	1	7	40	5	5	5
English Learners, 354	-19	36	25	5	5	5
Students w/ Disabilities, 127	-16	13	41	5	5	5

Tables 2 and 3 show the percent proficient in Reading Language Arts (RLA) and Math by ethnicity. While the proficiency levels are still below target, the trend in both subject areas and for all most all sub-groups is up. Focus needs to continue on moving the scores higher with special emphasis on the English Learners.

**Table 2: CST % Proficient, Language Arts, by Ethnicity**

Grade Level	Past Data			Targets		
	08-09	09-10	10-11	11-12	12-13	13-14
Targets	45%	56%	67%	78%	89%	100%
District-wide, 881	45.1%	48.2%	51.1%	78%	89%	100%
African American, 16	25.0%	40%	50%	78%	89%	100%
Hispanic, 379	28.5%	31.1%	38.5%	78%	89%	100%
White, 382	61.4%	63.9%	64.7%	78%	89%	100%
Two or More, 22	N/A	46.7%	54.5%	78%	89%	100%
SED, 548	33.7%	37.4%	42.0%	78%	89%	100%
English Learners, 264	20%	23.4%	31.8%	78%	89%	100%
Students w/ Disabilities, 95	28.8%	27.7%	30.5%	78%	89%	100%

**Table 3: CST % Proficient, Mathematics, by Ethnicity**

Grade Level	Past Data			Targets		
	08-09	09-10	10-11	11-12	12-13	13-14
Targets	45.5%	56.4	67.3	78.2%	89.1%	100%
District-wide, 881	46.2%	47.6	51.2	78.2%	89.1%	100%
African American, 16	35.7	30.0	43.8	78.2%	89.1%	100%
Hispanic, 381	36.6%	41.1	43.3	78.2%	89.1%	100%
White, 385	57.0%	55.1	60.3	78.2%	89.1%	100%
Two or More, 22	N/A	46.7	59.1	78.2%	89.1%	100%
SED, 548	37.7%	39.5	45.1	78.2%	89.1%	100%
English Learners, 266	31.0%	36.8	38.7	78.2%	89.1%	100%
Students w/ Disabilities, 96	22.6%	25.0	34.4	78.2%	89.1%	100%

Table 4 shows the CAHSEE pass rate by sub-group for the 09-10 and 10-11 school years. The district average is 78% in RLA and 76% in math. The Socio-economically Disadvantaged are scoring 10 points less than those who are not in both areas. This is an area of concern. While the females are passing at a higher rate than the district-wide average the males are performing somewhat lower.

**Table 4: 2009-2010 and 2010 – 11; 10<sup>th</sup> Grade Combined CAHSEE Pass Rate by Sub-Group**

Grade Level	RLA		Math	
	09-10	10-11	09-10	10-11
District-wide, 143	61.0	78.0	69.0	76.0
Hispanic, 57	46.0	73.0	57.0	72.0
White, 59	76.0	**	78.0	**
Two or More, 16	**	87.0	**	88.0

  

Grade Level	RLA		Math	
	09-10	10-11	09-10	10-11
SED, 70	81.0	77.0	77.0	81.0
Not SED, 53	87.0	87.0	87.0	87.0
Male, 75	58.0	74.0	68.0	76.0
Female, 68	64.0	82.0	70.0	76.0

Table 5 shows the CST percent proficient by grade level. Math results after 8<sup>th</sup> grade are identified by grade level and subject. Proficiency at grades 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> show increased proficiency through the three years, ending at or above 59% in year three. Grade 8 shows a sharp increase in the 3<sup>rd</sup> year with a proficiency rate of 55%, up from 34. Grades 3, 6 and 9 show dramatic drops in proficiency while the other grades, 2<sup>nd</sup>, 9<sup>th</sup> and 10<sup>th</sup> are consistently below 50% proficient.

**Table 5: CST % Proficient, by Grade Level**

Grade Level	Language Arts			Grade Level	Math			
	08-09	09-10	2011		08-09	09-10	10-11	
2 <sup>nd</sup>	48.0	49.0	46.0	2 <sup>nd</sup>		66.0	51.0	
3 <sup>rd</sup>	56.0	41.0	37.0	3 <sup>rd</sup>		65.0	65.0	
4 <sup>th</sup>	49.0	65.0	63.0	4 <sup>th</sup>		74.0	67.0	
5 <sup>th</sup>	47.0	58.0	59.0	5 <sup>th</sup>		46.0	64.0	
6 <sup>th</sup>	58.0	52.0	41.0	6 <sup>th</sup>		39.0	37.0	
7 <sup>th</sup>	34.0	55.0	63.0	7 <sup>th</sup>		36.0	41.0	
8 <sup>th</sup>	31.0	34.0	55.0	8 <sup>th</sup>	Gen.	23.0	10.0	27.0
					Alg.	16.0	41.0	31.0
					Geom.	9.0	N/A	11.0
9 <sup>th</sup>	24.0	39.0	31.0	9 <sup>th</sup>	Gen.	N/A	12.0	8.0
					Alg.	2.0	4.0	6.0
					Geom.	3.0	11.0	20.0
10 <sup>th</sup>	19.0	21.0	30.0	10 <sup>th</sup>	Alg.	5.0	2.0	7.0
					Geom.	0.0	0.0	N/A
					Alg. 2	0.0	0.0	9.0
11 <sup>th</sup>	31.0	22.0	24.0	11 <sup>th</sup>	Alg.	N/A	0.0	6.0
					Geom.	N/A	5.0	N/A
					Alg. 2	3.0	5.0	5.0

Table 6 shows the Grade 9-12 dropout rates. The adjusted dropout rate is derived from taking the dropout rate, adding those students who re-enroll, and then subtracting those students who said they were transferring to another school district, but never did (lost transfers). Keeping students in school should be a priority.

**Table 6: Grade 9-12 Dropout Rate Statistics, 08-09**

	Grade 9-12 Dropout Total	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12, 4 Year Dropout Rate
District-wide	183	18	18	183	75.4
African American	18	5	1	14	100
American Indian	8	2	5	11	75.7
Asian	1	1	1	1	**
Filipino	2	0	0	2	66.7
Hispanic	55	3	6	58	70.9
Pacific Islander	1	0	0	1	**
White	86	6	5	85	77

Table 7 shows that from the 08-09 school year, to the 10-11 school year, the truancy rate dropped dramatically from 64.95 to 34.81. A continuation of this trend will be a contributing factor in improving the District's API.

**Table 7: Suspension, and Truancy Data, 07-08, 08-09, 09-10**

	Enrollment	Number of Truant* Students	Truancy Rate	Suspensions for Violence/Drug	Non violent Suspensions
08-09	1632	1060	64.95	181	237
09-10	2139	860	40.21	203	207
10-11	2215	771	34.81	79	134

\*Truancy is defined as the number of students with unexcused absence or tardy more than 3 days.



**Tables 8: Overall APS survey results.**

Area	EPC	ES Avg.	ES RDS	HS Avg.	HS RSH
Instructional Program	1.1	7.3	25%	9.8	5%
	1.2	8.6	23%	8.3	27%
	1.3	7.1	26%	8.5	28%
	1.4	7.1	46%	9.8	5%
	1.5	2.7	84%	1.3	40%
	1.6	1.3	59%	N/A	N/A
Instructional Time	2.1	8.4	17%	10	0
	2.2	6.5	37%	3.3	39%
	2.3	8.4	26%	5.0	65%
	2.4	4.3	69%	4.5	53%
	2.5	8.5	20%	8.5	12%
	2.6	8.1	22%	3.8	70%
	2.7	7.4	27%	1.3	40%
Lesson Pacing	3.1	6.0	33%	2.3	49%
	3.2	5.1	33%	1.0	0
	3.3	N/A	N/A	5.3	18%
Professional Development for Administrators	4.1	3.5	108%	8.0	43%
	4.2	3.3	138%	N/A	N/A
	4.3	8.8	6%	7.7	53%
Credentialed Teacher Professional Development	5.1	9.9	3%	9.8	5%
	5.2	3.9	52%	1.0	0
	5.3	1.0	0	1.0	0
Instructional Assistance and Support	6.1	2.8	50%	3.0	47%
	6.2	2.3	52%	4.3	91%
Student Achievement Monitoring system	7.1	1.2	51%	1.8	55%
	7.2	1.0	0	1.8	55%
Collaboration by Grade Level	8.1	2.6	108%	2.5	52%
	8.2	2.2	114%	2.3	56%
Fiscal Support	9.1	3.7	65%	2.5	85%
	9.2	3.4	58%	2.5	85%
Average:					

Areas of concern highlighted by the Academic Program Survey (Table 9) include the following:

At the elementary level administrators need to have more extensive training in the RLA and math programs used at their schools. The district also needs to have systems in place to ensure that future hires have that experience. Monthly collaboration time needs to be built into the workday contract, and the district needs to adopt a standard math intervention program,

In the current RLA language adoptions are Houghton Mifflin (K-5), Holt (6-12), HighPoint (4-12), and the current math adoptions are Scott Foresman (K-5), Prentice Hall (7-12). The APS focus group so the sites are doing a good job implementing the core adoptions. On a scale of 1 to 10 with 10 being perfect implementation a district focus group rated the RLA implementation at 7.3 (K-8) and 9.8 (9-12). In math the rating was 8.4 and 10 respectively. The ratings fell significantly into the 1.3 and 2.7 range when discussing intervention program implementation.

At the high school level there is a need for a dedicated Algebra Readiness curriculum.

For all levels the district needs to build a formative assessment system to assist teachers in monitoring of student progress.

**Teacher Quality Professional Development and Hiring**

**Stability of Teaching Staff**

Because of the smaller nature of the school district, and the fact that a majority of the schools are PI schools, it does not appear that the high priority schools have a less stable instructional staff than non-high priority schools.

**Teachers Authorizations to Instruct ELs and SWDs, and Equitable Distribution of Highly Qualified Teachers**

All teachers meet HQT requirements. Because of the smaller nature of the district there is not a problem with the most highly competent teachers gravitating to certain schools.

**SB472 and AB 430 Completion Rates**

Table 9 shows SB472 and AB430 completion rates for teachers and administrators. The district currently does not have a comprehensive database that tracks teacher completion of these crucial trainings. One of the biggest needs is for the district to implement data system to accurately track completion of professional development programs.

**Table 9: SB472 Completion Rates**

	K - 5		6 - 8		9 - 12	
	RLA	Math	RLA	Math	RLA	Math
# of Teachers						
# completed SB472 / AB 466 / Like						
% completed SB472 / AB 466 / Like						

**Local Measures of Student Performance**

The district does not currently have a system-wide process for administering district-wide formative assessments.

**Performance Goal 1 Reading Language Arts (RLA)**

**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**(All "Estimated Costs" are for one year's costs)

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>1. Alignment of instruction with content standards:</b>				
a. Communicate standards/objectives for each lesson, in every classroom, visually and verbally, to all students. Pacing guides will show alignment to these standards/objectives.	Teachers - 9/2012	N/A	N/A	N/A
b. Align all pacing guides to standards/objectives for each lesson (weekly differentiation), in every classroom. Pacing guides will be clearly posted in each classroom.	Dept Chairs - 9/2012	N/A	N/A	N/A
c. Continue implementation, training, monitoring, and support of current core adoptions – Houghton Mifflin (RLA, K-5), Holt (RLA, 6-12)	Site Admin - 9/2012	N/A	N/A	N/A
d. Continue implementation, training, monitoring, and support of current intervention adoptions – Houghton Mifflin (RLA, K-5), Holt (RLA, 6-12), HighPoint (6-12)	Site Admin - 9/2012	N/A	N/A	N/A
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
a. Adopt and fully implement a district ELD, and reading intervention at all grade levels for all teachers, including special education teachers. Full implementation shall include the use of materials designed to support strategic intervention students, SWDs, and EL students.	Dir of Curriculum - 12/2012	Materials	\$20,000	Title I Title III EIA
b. Develop and implement a system for monitoring, reporting, and reviewing site compliance with instructional time requirements, including ELD instruction and intervention times.	DAIT - 9/2012	N/A	N/A	N/A

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
c. Work with a DAIT to provide principal/school coaching focused on monthly school visits to observe and provide feedback on school-wide instructional practices.	DAIT - 9/1202	Consulting Fee	\$30,000	Title I EIA
<b>3. Extended learning time:</b>				
a. Provide instructional time for strategic and intensive RLA intervention and ELD programs at all grade levels aligned with SBE approved instructional time requirements.	Supt. - 9/2012	4 sections of ELD	\$32,000 (4 sections @ \$8,000 per section)	Title III Title I
b. Continue to implement full-day kindergarten instructional schedule.				
<b>4. Increased access to technology:</b>				
a. Provide a formative assessment system with web access for benchmark assessments. Provide sites with the necessary quantity and quality of hardware to run the system.	Supt. - 9/2012	License Fees	\$55,000	Title I EIA
b. Provide all teachers with training and coaching in the use of a formative assessment system to review benchmark data and to determine levels of student mastery.	Supt. - 9/2012	Training Fees	\$5,000	Title I EIA
c. Provide modeling for use of data and instructional planning through collaboration with grade level/department chairpersons, instruction specialists, and site administrators.	Dept Chairs - 9/2012	N/A	N/A	N/A
d. Regularly assess student mastery of RLA and ELD standards utilizing the district's formative assessment systems Regular assessment is defined as at least five times per year.	Supt. - 6/2013	N/A	N/A	N/A

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
e. MEUSD will make an effort to promote district-wide technology professional development and collaboration by developing web based learning and collaboration centers at each site for teachers to use to collaborate with other teachers in the district. (Due to the geographic remoteness of different sites)	DAIT - 2/2013	Equipment, monitors, installation	\$50,000 (\$10,000 per school hub)	Title I Title II
<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				
a. Provide designated RLA collaboration time (two, one-hour meetings/month) to review student assessments and conduct instructional planning within departments or by grade level. Protect this time from other uses such as staff meetings.	Supt. - 9/2012	Staff Time	\$15,000 (10 meetings x 30 teachers x \$50/meeting)	General Fund
b. Provide a monitoring form to be used by the principal and DAIT that includes teacher attendance, meeting minutes that reflect the content of the meeting, and action steps by grade/department level teams.	Site Admin. - 9/2012	N/A	N/A	General Fund
c. Provide all principals training and coaching in: <ul style="list-style-type: none"> <li>• Site responsibilities for full implementation of the LEA Plan</li> <li>• Checking For Understanding</li> <li>• Formative Assessment System</li> </ul>	DAIT - 9/2012	Consulting Fee	\$5,000	Title I EIA
d. Ensure that all teachers, according to subject-oriented assignments, have received RLA and ELPD SB472 training or a similar training in content if SB472 funding is not available. Completion does not include the 80 hours practicum	Site Admin. - 9/2012	Training Fees	\$108,000 (4 teachers @ \$2,000 / teacher) (All K-6 teachers @ \$1,000 / teacher)	Title I EIA Title II
e. Ensure that all administrators have received AB430 training or similar training in content and duration if AB430 funding is not available.	Site Admin. - 9/2012	Training Fees	\$2,000	Title I EIA Title II
f. Provide access to instructional coaches for all teachers in need of support	Supt. - 9/2012	Stipends and release time	\$10,000	Title I EIA Title II

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
g. The LEA will provide specially designed professional development such as Love and Logic, Harry Wong, etc. These trainings will provide strategies and skills to improve student behavior in the classroom and identify early and appropriate behavioral interventions to help all students learn.	Supt. - 9/2012	Training Fees	\$2,000	Title I EIA
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
a. Promote a college going and career ready culture with standards of high expectations for all students (K-12) supported by an accountability system to increase AP and honors enrollment, graduation rates, college enrollment, and increased participation in college entrance exams, etc.	Supt, - 9/2012	N/A	N/A	N/A
b. Establish and communicate district expectations for school communication with parent/guardians inclusive of prompt return of phone calls and emails.	Site Admin - 9/2012	Admin Time	\$500	General Fund
c. Students and parents will be provided the results of benchmarks assessments. Students (K-8) will set individual goals to address areas of weakness.	Teachers - 9/2012	Paper	\$1,500	Title I EIA
d. Provide summertime orientation meetings to inform students and parents of new school year information inclusive of the following: <ul style="list-style-type: none"> <li>• Grade level / course expectations</li> <li>• School support systems (e.g., intervention classes, SSC, ELAC, health centers)</li> <li>• A-G requirements</li> <li>• CAHSEE preparation</li> </ul>	Counselors - 9/2012	Counselor Time	\$1,000	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>7. Auxiliary services for students and parents (including transition from middle school to high school):</b>				
a. Provide parents of incoming kindergarten students with a Welcome to School packet with suggestions for parental support of students' school readiness, e.g., flash card practice (colors, letters, sight words, number recognition), small motor development activities, children's sleep requirements/bedtime suggestions, student behavior expectations, and parent involvement suggestions for the school year.	Site Admin - 9/2012	Admin Time	\$2,000	General Fund
b. Provide parents of incoming 9th grade students with a "Transition to High School" packet with suggestions for parental support of students' school readiness.	Counselors - 9/2012	Counselor time, Materials production	\$1,500	Building Healthy Communities
<b>8. Monitoring program effectiveness:</b>				
a. Develop a benchmark assessment accountability system that includes a minimum of 5 benchmarks/year in all core, intervention, and ELD classes.	Refer to PG1 Reading 4.a	Refer to PG1 Reading 4.a	Refer to PG1 Reading 4.d	Refer to PG1 Reading 4.d
b. Streamline the current assessment system to have the minimum number of assessments while still providing the following: <ul style="list-style-type: none"> <li>• Diagnostic assessments for placement</li> <li>• Regular progress monitoring</li> </ul>	Refer to PG1 Reading 4.d	Refer to PG1 Reading 4.d	Refer to PG1 Reading 4.d	Refer to PG1 Reading 4.d
c. Establish an LEA Plan monitoring system that provides all stakeholders with quarterly progress updates.	DAIT - /1202	Consulting Fee	\$3,000	Title I EIA
d. Work with a DAIT to provide principal/school coaching focused on site implementation of LEA Plan.	DAIT - 9/1202	Consulting Fee	\$7,000	Title I EIA

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>9. Targeting services and programs to lowest-performing student groups:</b>				
a. Provide RSP or SDC services to all designated IEP students. The majority of IEP students will receive RSP services on a full inclusion model. SDC students will be taught using the core curriculum with modification	Supt. - 9/2012	3 FTEs, Instructional Assistants	\$150,000	IDEA Special Ed General Fund
b. Schedule designated collaboration time monthly for special education teachers to collaborate with regular education teachers about SWD students.	Refer to PG1, Reading 5.a	Refer to PG1, Reading 5.a	Refer to PG1, Reading 5.a	Refer to PG1, Reading 5.a
c. Provide beginning-year school procedures to include systematic communication regarding EL instruction including assignment of EL students to ELD classes with no more than two ELD performance levels in each class.	Site Admin, Counselors - 9/2012	Time	\$2,500	General Fund



**Performance Goal 1 Math**

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

Description of Specific Actions to Improve Education Practice in Math	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>1. Alignment of instruction with content standards:</b>				
a. Communicate standards/objectives for each lesson, in every classroom, visually and verbally to all students. Pacing Guides will show alignment to these standards/objectives.	Teachers - 9/2012	N/A	N/A	N/A
b. Align all pacing guides to standards/objectives for each lesson (weekly differentiation), in every classroom. Pacing guides will be clearly posted in each classroom.	Dept Chairs - 9/2012	N/A	N/A	N/A
c. Continue implementation, training, monitoring, and support of current core adoptions – Houghton Mifflin (K-6), Prentice Hall (7-8), Holt (9-12)	Site Admin - 9/2012	N/A	N/A	N/A
d. Continue implementation, training, monitoring, and support of current intervention adoptions – Scott Foresman (K-5), Prentice Hall (7-12)	Site Admin - 9/2012	N/A	N/A	N/A
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
a. Implement fully the district math and math intervention adoption (K-6) for all teachers, including special education teachers. Adopt an Algebra Readiness program (8-9). Full implementation shall include the use of materials designed to support strategic intervention students, SWDs, and EL students.	Dir of Curriculum - 12/2012	Materials	\$10,000	Title I Title III EIA
b. Develop and implement a system for monitoring, reporting, and reviewing site compliance with instructional time requirements, including ELD instruction and intervention times.	DAIT - 9/2012	N/A	N/A	N/A

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
c. Work with a DAIT to provide principal/school coaching focused on monthly school visits to observe and provide feedback on school-wide instructional practices.	Education Consultants - 9/1202	Consulting Fee	\$5,000	Title I EIA
<b>3. Extended learning time:</b>				
a. Provide instructional time for strategic and intensive math intervention at all grade levels aligned with SBE approved instructional time requirements.	Supt. - 9/2012	4 sections of ELD	\$32,000 (4 sections @ \$8,000 per section)	Title III Title I
b. Continue to implement full-day kindergarten instructional schedule.				
<b>4. Increased access to technology:</b>				
a. Provide a formative assessment system with web access for benchmark assessments. Provide sites with the necessary quantity and quality of hardware to run the system.	Supt. - 9/2012	License Fees	\$55,000	Title I EIA
b. Provide all teachers with training and coaching in the use of a formative assessment system to review benchmark data and to determine levels of student mastery.	Supt. - 9/2012	Training Fees	\$5,000	Title I EIA
c. Provide modeling for use of data and instructional planning through collaboration with grade level/department chairpersons, instruction specialists, and site administrators.	Dept Chairs - 9/2012	N/A	N/A	N/A
d. Regularly assess student mastery of math standards utilizing the district's formative assessment systems Regular assessment is defined as at least five times per year.	Supt. - 6/2013	N/A	N/A	N/A

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
e. MEUSD will make an effort to promote district-wide technology professional development and collaboration by developing web based learning and collaboration centers at each site for teachers to use to collaborate with other teachers in the district. (Due to the geographic remoteness of different sites)	DAIT - 2/2013	Equipment, monitors, installation	\$50,000 (\$10,000 per school hub)	Title I Title II
<b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b>				
a. Provide designated math collaboration time (two, one-hour meetings/month) to review student assessments and conduct instructional planning within departments or by grade level. Protect this time from other uses such as staff meetings.	Supt. - 9/2012	Staff Time	\$15,000 (10 meetings x 30 teachers x \$50/meeting)	General Fund
b. Provide a monitoring form to be used by the principal and DAIT that includes teacher attendance, meeting minutes that reflect the content of the meeting, and action steps by grade/department level teams.	Site Admin. - 9/2012	N/A	N/A	General Fund
c. Provide all principals training and coaching in: <ul style="list-style-type: none"> <li>• Site responsibilities for full implementation of the LEA Plan</li> <li>• Checking For Understanding</li> <li>• Formative Assessment System</li> </ul>	Education Consultants - 9/1202	Consulting Fee	\$5,000	Title I EIA
d. Ensure that all teachers, according to subject-oriented assignments, have received math and ELPD SB472 training or a similar training in content if SB472 funding is not available. Completion does not include the 80 hours practicum	Site Admin. - 9/2012	Training Fees	\$40,000 (20 teachers @ \$2,000 / teacher)	Title I EIA Title II
e. Ensure that all administrators have received AB430 training or similar training in content and duration if AB430 funding is not available.	Site Admin. - 9/2012	Training Fees	\$2,000	Title I EIA Title II
f. Provide access to instructional coaches for all teachers in need of support.	Supt. - 9/2012	Stipends and release time	\$10,000	Title I EIA Title II

Description of Specific Actions to Improve Education Practice in Math	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
h. The LEA will provide specially designed professional development such as Love and Logic, Harry Wong, etc. These trainings will provide strategies and skills to improve student behavior in the classroom and identify early and appropriate behavioral interventions to help all students learn.	Supt. - 9/2012	Training Fees	\$2,000	Title I EIA
<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b>				
a. Promote a college going and career ready culture with standards of high expectations for all students (K-12) supported by an accountability system to increase AP and honors enrollment, graduation rates, college enrollment, and increased participation in college entrance exams, etc.	Supt, - 9/2012	N/A	N/A	N/A
b. Develop and implement beginning-year communication for parents/guardians of grade K-8 students about grade level (RLA, Math and ELD) standards, strategies for at-home support, and weekly at home reading time.	Site Admin - 9/2012	Admin Time	\$500	General Fund
c. Students and parents will be provided the results of benchmarks assessments. Students (K-8) will set individual goals to address areas of weakness.	Teachers - 9/2012	Paper	\$1,500	Title I EIA
d. Provide summertime orientation meetings to inform students and parents of new school year information inclusive of the following: <ul style="list-style-type: none"> <li>• Grade level / course expectations</li> <li>• School support systems (e.g., intervention classes, SSC, ELAC, health centers)</li> <li>• A-G requirements</li> <li>• CAHSEE preparation</li> </ul>	Counselors - 9/2012	Counselor Time	\$1,000	General Fund

Description of Specific Actions to Improve Education Practice in Math	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>7. Auxiliary services for students and parents (including transition from middle school to high school):</b>				
a. Provide parents of incoming kindergarten students with a Welcome to School packet with suggestions for parental support of students' school readiness, e.g., flash card practice (colors, letters, sight words, number recognition), small motor development activities, children's sleep requirements/bedtime suggestions, student behavior expectations, and parent involvement suggestions for the school year.	Site Admin - 9/2012	Admin Time	\$2,000	General Fund
b. Provide parents of incoming 9th grade students with a "Transition to High School" packet with suggestions for parental support of students' school readiness.	Counselors - 9/2012	Counselor time, Materials production	\$1,500	Building Healthy Communities
<b>8. Monitoring program effectiveness:</b>				
a. Develop a benchmark assessment accountability system that includes a minimum of 5 benchmarks/year in all math core and intervention classes.	Refer to PG1 Math 4.a	Refer to PG1 Math 4.a	Refer to PG1 Math 4.a	Refer to PG1 Math 4.a
b. Streamline the current assessment system to have the minimum number of assessments while still providing the following: <ul style="list-style-type: none"> <li>• Diagnostic assessments for placement</li> <li>• Regular progress monitoring</li> </ul>	Refer to PG1 Math 4.d	Refer to PG1 Math 4.d	Refer to PG1 Math 4.d	Refer to PG1 Math 4.d
c. Establish an LEA Plan monitoring system that provides all stakeholders with quarterly progress updates.	DAIT - /1202	Consulting Fee	\$3,000	Title I EIA
d. Work with a DAIT to provide principal/school coaching focused on site implementation of LEA Plan.	DAIT - 9/1202	Consulting Fee	\$7,000	Title I EIA

Description of Specific Actions to Improve Education Practice in Math	Persons Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
<b>9. Targeting services and programs to lowest-performing student groups:</b>				
a. Provide a tiered response to intervention (RTI) system for all students in need of strategic or intensive intervention. This RTI model will include the following: Universal screening of all students Tier I, II, and III (K-6) Tier I, and II (7-10)	Supt. - 9/2012	3 FTEs, Instructional Assistants	\$150,000	IDEA Special Ed General Fund
b. Schedule designated collaboration time monthly for special education teachers to collaborate with regular education teachers about SWD students.	Refer to PG1, Math 5.a	Refer to PG1, Math 5.a	Refer to PG1, Math 5.a	Refer to PG1, Math 5.a
c. Provide beginning-year school procedures to include systematic communication regarding EL instruction including assignment of EL students to ELD classes with no more than ELD performance levels in each class.	Counselors - 9/2012	Counselor time,	\$1,500	General Fund

**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.**

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

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.																																		
1. This Plan must include the following:																																			
a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;	<ul style="list-style-type: none"> <li>a. Provide professional development for teachers, administrators, and paraprofessionals aimed at accelerating EL students into grade level core curriculum.</li> <li>b. Provide ELD time, extended day, and/or extended year academic opportunities targeting EL students needing additional support in ELD or in mastering content standards.</li> <li>c. Provide training for parents to further equip them to effectively support their children’s progress in acquiring English and mastering content standards.</li> <li>d. Purchase materials to support the services identified above.</li> <li>e. Effectively implement the most recent SBE approved ELD curriculum.</li> <li>f. Add frequent ELD program assessments to the formative assessment system.</li> <li>g. Fully implement the use of materials and strategies that are part of the adopted RLA and math curriculum and are designed to support EL students.</li> </ul>																																		
b. Describe how the LEA will use the sub-grant funds to meet all AMAOs	<ul style="list-style-type: none"> <li>a. Implement an ongoing EL progress monitoring system that gives teachers and administrators easy access to relevant EL student information, e.g. B.A. results, CELDT, CST, and CAHSEE results, years in district, etc</li> <li>b. The District has set the following annual goals for EL students in the areas of ELD, RLA and math. ELD growth is measured by the state assessment, CELDT; RLA and math are measured by the CST, and District B.A.s.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CELDT Level</th> <th>Beg</th> <th>Early Inter</th> <th>Inter</th> <th>Early Adv</th> <th>Adv</th> <th>Redesignation</th> </tr> </thead> <tbody> <tr> <td>Timeline toward Redesignation</td> <td>1<sup>st</sup> Year</td> <td>2<sup>nd</sup> Year 1<sup>st</sup> Year</td> <td>3<sup>rd</sup> Year 2<sup>nd</sup> Year 1<sup>st</sup> Year</td> <td>4<sup>th</sup> Year 3<sup>rd</sup> Year 2<sup>nd</sup> Year 1<sup>st</sup> Year</td> <td>5<sup>th</sup> Year 4<sup>th</sup> Year 3<sup>rd</sup> Year 2<sup>nd</sup> Year 1<sup>st</sup> Year</td> <td>6<sup>th</sup> Year 5<sup>th</sup> Year 4<sup>th</sup> Year 3<sup>rd</sup> Year 2<sup>nd</sup> Year 1<sup>st</sup> or 2<sup>nd</sup> Year</td> </tr> <tr> <td>ELA CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> <tr> <td>Math CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> </tbody> </table>							CELDT Level	Beg	Early Inter	Inter	Early Adv	Adv	Redesignation	Timeline toward Redesignation	1 <sup>st</sup> Year	2 <sup>nd</sup> Year 1 <sup>st</sup> Year	3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	5 <sup>th</sup> Year 4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> Year	6 <sup>th</sup> Year 5 <sup>th</sup> Year 4 <sup>th</sup> Year 3 <sup>rd</sup> Year 2 <sup>nd</sup> Year 1 <sup>st</sup> or 2 <sup>nd</sup> Year	ELA CST	FBB	FBB	BB	BAS	BAS	PROF	Math CST	FBB	FBB	BB	BAS	BAS	PROF
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ELA CST	FBB	FBB	BB	BAS	BAS	PROF																													
Math CST	FBB	FBB	BB	BAS	BAS	PROF																													
c. Describe how the LEA will hold schools receiving Title III funds accountable for making AMAOs	<ul style="list-style-type: none"> <li>a. A benchmark assessment system will be implemented to measure EL students English development growth frequently over the course of the year. The benchmark system will use assessments from the curriculum to measure growth and others to place and exit students from the ELD program or for advancement.</li> <li>b. The principal monitors the EL student placement; ensures appropriate teacher authorizations; visits classrooms regularly to monitor ELD</li> </ul>																																		

<b>Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants</b>	<b>Description of how the LEA is meeting or plans to meet this requirement.</b>
	<p>and SDAIE lesson implementation; schedules and attends English Learner Advisory Committee (ELAC) meetings; and ensures implementation of District plans to meet the language and academic needs of the EL students.</p> <p>c. Store all EL student information in a district database that is accessible to individual schools and teachers.</p>
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. All schools will include a parent involvement component in their SPSA.</p> <p>b. Schools with 21 or more English learners will have a properly constituted ELAC.</p> <p>c. Each school will have a representative on the DELAC.</p> <p>d. Leadership and parental involvement training will be offered to DELAC members.</p> <p>e. Written translations will be provided to parents of individual student assessment results and program descriptions with oral translations available upon request.</p> <p>f. Classes will be provided for parents to develop skills, techniques, and strategies to assist their children at home.</p> <p>g. All school communications will be translated into the major languages represented at the schools.</p> <p>h. Oral translation will be provided for advisory meetings and parent conferences at the District level.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research.</p>	
<p>a. The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>a. Provide ELD instruction using an approved ELD curriculum for all EL students based on the District ELD placement process.</p> <p>b. Provide SBE recommended amount of ELD instruction to EL students.</p> <p>c. Monitor use of the ELD curriculum and instructional time with frequent classroom visits by the administrator during ELD time.</p> <p>d. Provide administrators with training on ELD standards, curriculum, research-based instructional strategies, calibration, classroom observations, and coaching teachers to differentiate instruction.</p> <p>e. Monitor ELD progress on an ongoing basis using the ELD benchmark assessment system. This system will include program-based frequent assessments that are entered into the formative assessment system.</p> <p>f. Provide each teacher of EL students with a variety of data to inform instruction (e.g., ELD Benchmark data, CELDT scores, Secondary ELD Placement Exam, standardized test scores, years in program, etc.)</p> <p>g. Provide teachers with tools to assist in standards-based lesson planning for and assessment of EL students. Instruction will be delivered through effective, research-based instructional strategies.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	



<b>Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants</b>	<b>Description of how the LEA is meeting or plans to meet this requirement.</b>
<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>a. Ensure that all teachers who work with EL students (inclusive of special education teachers), according to subject-oriented assignments, have received RLA and ELPD SB472-like training.</p> <p>b. Provide all elementary teachers who teach ELD with training in the use of <i>Systematic ELD</i>.</p> <p>c. Provide all secondary teachers who teach ELD with SB472-like training in their ELD curriculum.</p> <p>d. Ensure that all administrators have received AB430 training or similar training in content and duration if AB430 funding is not available.</p> <p>e. Provide all principals training and coaching in:</p> <ul style="list-style-type: none"> <li>• Checking For Understanding</li> <li>• Formative Assessment System</li> <li>• CTA Research</li> <li>• Teacher Evaluation / Communication</li> </ul> <p>f. Work with the DAIT to provide a district-wide system for principal/school coaching focused on instructional leadership, e.g., leadership team (PLC) development; conducting Academic Conferences; classroom observation/teacher feedback strategies; development of academic incentive programs; promotion of accountability systems and school achievement gains.</p> <p>g. Provide all teachers and administrators with training in instructional strategies including:</p> <ul style="list-style-type: none"> <li>• Checking For Understanding</li> <li>• ELD / RLA standards / connections</li> <li>• Use of benchmark assessments to inform practice</li> <li>• Standards-based lesson planning, curriculum mapping, pacing guides</li> <li>• Data teams</li> <li>• CTA Research</li> </ul>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families:</p>	
<p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and in becoming active participants in the education of their children.</p>	<ul style="list-style-type: none"> <li>• Provide parents information on educational programs and partnerships with the District and community-based organizations.</li> <li>• Support the school-based parent centers that provide parents information on educational programs and partnerships with the District and community-based organizations, services, and facilities.</li> <li>• Provide parent education classes, such as “ELD standards”, “Working with your child at home”, and “Parenting for a Successful Child”.</li> <li>• Provide training and outreach through the DELAC and ELACs</li> <li>• Support translating and interpreting of information for parents, whether at meetings or in print.</li> <li>• Develop materials and presentations for sites to utilize.</li> </ul>

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

Performance Goal 2: Description of Specific Actions to Improve Education Practice to Notify Parents of LEP Students	Description of how the LEA will meet this requirement.
LEA informs the parent/s of an LEP student of:	<ul style="list-style-type: none"> <li>• Upon registration of their student, and annually thereafter, parents will receive a written explanation of:</li> </ul>
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	<ul style="list-style-type: none"> <li>• The reasons for their student's LEP identification.</li> </ul>
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	<ul style="list-style-type: none"> <li>• The child's level of English proficiency, how it was assessed (explanation of CELDT level and explanation of CELDT exam), and the status of the student's academic achievement.</li> </ul>
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	<ul style="list-style-type: none"> <li>• The method of instruction the student will receive including a description of the ELD and RLA programs, as well as the authorization of the student's teacher.</li> <li>• Their right to review materials to be used.</li> </ul>
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	<ul style="list-style-type: none"> <li>• How this program is designed to meet the needs of the child.</li> </ul>
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	<ul style="list-style-type: none"> <li>• How this program design helps their child learn English.</li> </ul>
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	<ul style="list-style-type: none"> <li>• Specific re-designation criteria and expected rate of promotion and graduation if student participates in this program.</li> </ul>
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	<ul style="list-style-type: none"> <li>• If the student has a disability, how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.</li> </ul>
h. the right that parents have to have their child immediately removed from such program upon their request; and	<ul style="list-style-type: none"> <li>• Parental right and process to remove their child from such program.</li> </ul>
i. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	<ul style="list-style-type: none"> <li>• Options that parents have if they decline such program.</li> </ul>
j. LEA assistance to parents in selecting among various programs and methods of instruction if more than one program or method is offered by the LEA.	<ul style="list-style-type: none"> <li>• LEA assistance that is available to parents to help them select among options.</li> </ul>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>If the LEA fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>

## Plans to Provide Services for Immigrants

The LEA does not plan on receiving Title III immigrant funds

<b>Performance Goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students</b>		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Each school site includes parent outreach and family activities in the school plan</li> <li>• District provides DELAC, ELAC, and School Site Council training</li> <li>• District Bilingual Liaisons</li> </ul>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Ongoing training for our bilingual classified staff in interpreting and translating.</li> <li>• Additional training for instructional assistants and the teachers they work with to maximize effectiveness</li> </ul>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Secondary counselors provide targeted services for immigrant children and youth.</li> <li>• Each site has some tutorial help available depending on funding or volunteers</li> </ul>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Textbook adoption of Milestones 2010-11, Inside for 2011-12, and Imagine software 2010-11</li> <li>• Purchase any additional ELD materials needed so that all identified students have adequate materials.</li> </ul>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>No</b>	
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Secondary counselors provide targeted services for immigrant children and youth.</li> <li>• District-developed materials for classroom use to help immigrant students and their parents understand our educational system.</li> </ul>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<b>Yes</b>	<ul style="list-style-type: none"> <li>• Provide parents information on educational programs and partnerships with the District and community-based organizations.</li> <li>• Support school-based parent centers that provide parents information on educational programs and partnerships with the District and community-based organizations, services, and facilities.</li> </ul>

**Performance Goal 3**

**All students will be taught by highly qualified teachers. Planned Improvements for Professional Development (Title II)**

<b>Performance Goal 3: Description of Specific Actions to Improve Professional Development</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
<b>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:</b>				
a. All teachers who teach RLA and Math will complete the SB472 training (or a training similar in content and duration) including the 80 hours practicum. This will align with state standards, assessments, and curriculum because the training will be delivered by SBE approved SB472 provider.	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d
b. All RLA and Math teachers in need of support will work with coaches with expertise in their core curriculum. All coaching will be aligned with state standards, assessments, and curriculum.	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f
c. All teachers who have completed the Math and/or RLA SB472-like training will complete the SB472-like ELPD professional development in classroom strategies scientifically shown to improve the academic achievement of English Learners.	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f
d. All teachers will receive training on the use of the formative assessment data system to enable frequent progress monitoring of student progress relative to CA content standards.	Refer to PG1, Reading 4.b Refer to PG1 Math 4.b	Refer to PG1, Reading 4.b Refer to PG1 Math 4.b	Refer to PG1, Reading 4.b Refer to PG1 Math 4.b	Refer to PG1, Reading 4.b Refer to PG1 Math 4.b
<b>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:</b>				
a. SB472-like training in both RLA and math is based on the SBE adopted curriculum (a compilation of scientifically based strategies and activities). The experience of the DAIT provider has shown that when a quality SB472-like training is provided, it has an immediate impact on classroom achievement.	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d

<b>Performance Goal 3: Description of Specific Actions to Improve Professional Development</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
b. Coaches are a proven strategy used to: improve implementation of the core curriculum, strengthen the ability of teachers to look at achievement data and use this data to re-teach, and to increase the effectiveness of teacher collaboration.	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f
c. Data shows that one of the subgroups for whom the district needs to improve achievement is the English Learners. The district will provide SB472-like ELPD. This training is based on scientifically based strategies which are proven to improve student achievement.	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d
<b>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</b>				
a. Because the district will be focused on improved implementation of the adopted curriculums and a strong implementation of ELD / intervention curriculums, teachers will need to have significant professional development in this curriculum to ensure that they can implement the program to fidelity. The ELD /intervention curriculums will be targeted towards narrowing the achievement gap.	Refer to PG1, Reading 1.d Refer to PG1, Math 1.d	Refer to PG1, Reading 1.d Refer to PG1, Math 1.d	Refer to PG1, Reading 1.d Refer to PG1, Math 1.d	Refer to PG1, Reading 1.d Refer to PG1, Math 1.d
b. Research shows that quality content coaching has a significant impact on student achievement. The content coaching that the district provides will focus on implementing with fidelity the core ELA and math curriculum and also proper implementation of the ELD curriculum.	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f	Refer to PG1, Reading 5.f Refer to PG1 Math 5.f
<b>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:</b>				
a. The three objectives of the staff development plan are: 1) All teachers who teach RLA and math complete SB472-like training in their curriculum. 2) All teachers receive professional development in strategies to engage	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d Refer to PG1, Reading 5.f Refer to PG1	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d Refer to PG1, Reading 5.f Refer to PG1	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d Refer to PG1, Reading 5.f Refer to PG1	Refer to PG1, Reading 5.d Refer to PG1 Math 5.d Refer to PG1, Reading 5.f Refer to PG1

<b>Performance Goal 3: Description of Specific Actions to Improve Professional Development</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
<p>ELs. This training will be the SB472-like ELPD or similar training. 3) All teachers who have a need till have access to instructional coaches.</p> <p>All categorical funds that are available for this purpose will be used to achieve these three main objectives. In addition district staff development days will be used to provide some of this training.</p>	Math 5.f	Math 5.f	Math 5.f	Math 5.f
<p><b>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that the professional development needs of teachers and principals (which may include coaching) will be met:</b></p>				
<p>a. The professional development that will be made available to teachers and administrators will be SB472 ELA and math, content implementation coaching, SB472 ELPD, and other research based professional development.</p>	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d
<p>b. Provide all principals training and coaching in:</p> <ul style="list-style-type: none"> <li>• Site responsibilities for full implementation of the LEA Plan</li> <li>• Checking For Understanding</li> <li>• Formative Assessment System</li> </ul>	Refer to PG1, Reading 5.c Refer to PG1, Math 5.c	Refer to PG1, Reading 5.c Refer to PG1, Math 5.c	Refer to PG1, Reading 5.c Refer to PG1, Math 5.c	Refer to PG1, Reading 5.c Refer to PG1, Math 5.c
<p><b>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</b></p>				
<p>a. The funds under this subpart will be used with the funds under part D first to meet all of the professional development needs outlined in the plan before any other activities will be funded.</p>	N/A	N/A	N/A	N/A
<p><b>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 Title II, Part D EETT funding must be spent on professional development</b></p>				
<p>a. All teachers will be trained and coached on the use of the district's formative data system. This training will focus on using technology to monitor student progress, view item analyses, and view class and school</p>	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b

<b>Performance Goal 3: Description of Specific Actions to Improve Professional Development</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
wide progress.				
b. MEUSD will make an effort to promote district-wide technology professional development and collaboration by developing web based learning and collaboration centers at each site for teachers to use to collaborate with other teachers in the district. (Due to the geographic remoteness of different sites)	Refer to PG1, Reading 4.e Refer to PG1, Math 4.e	Refer to PG1, Reading 4.e Refer to PG1, Math 4.e	Refer to PG1, Reading 4.e Refer to PG1, Math 4.e	Refer to PG1, Reading 4.e Refer to PG1, Math 4.e
<b>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:</b>				
a. Based on data professional development goals have been created to align with those areas that reflects the greatest student need. Data sources include CST, CELDT, APS, and DAS. Once the areas were identified, district staff participated in the planning process. For the LEA Plan, the DAIT Provider conducted the APS and DAS. Once all data points were collected, the DSLT convened determine the components of this plan. For more information on stakeholder input, please see Needs Assessment section.	N/A	N/A	N/A	N/A
<b>9. How the LEA will provide training to enable teachers to:</b>				
<ul style="list-style-type: none"> <li>• <b>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;</b></li> <li>• <b>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</b></li> <li>• <b>Involve parents in their child’s education; and</b></li> <li>• <b>Understand and use data and assessments to improve classroom practice and student learning.</b></li> </ul>				
a. The LEA will provide teachers with the SB472 trainings in RLA, Math, and ELPD. These trainings will enable teachers to use the curriculum resources that are made to address students with different learning styles and special learning needs. In addition, the district will provide content coaches to teachers that will coach teachers on implementation of the instructional programs.	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d	Refer to PG1, Reading 5.d Refer to PG1, Math 5.d

<b>Performance Goal 3: Description of Specific Actions to Improve Professional Development</b>	<b>Persons Responsible / Timeline</b>	<b>Potential Expenditures</b>	<b>Estimated Cost</b>	<b>Potential Funding Source</b>
b. The LEA will ensure that some collaboration time is reserved for collaboration between general education and special education teachers and that this collaboration will focus on how general education teachers can best support the Least Restrictive Learning Environment in their classrooms.	Superintendent - 9/2012	N/A	N/A	N/A
c. The LEA will provide teachers with training on using the formative assessment system, including: scanning tests, accessing reports, and using the data in reports to inform teaching.	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b	Refer to PG1, Reading 4.b Refer to PG1, Math 4.b
d. The LEA will provide specially designed professional development such as Love and Logic, Harry Wong, etc. These trainings will provide strategies and skills to improve student behavior in the classroom and identify early and appropriate behavioral interventions to help all students learn.				
<b>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</b>				
a. The HR Department will institute a policy that no teachers will be hired or placed into teaching positions who do not meet the HQT definition.	Superintendent - 9/2012	N/A	N/A	N/A
b. The HR Department will institute a policy that no paraprofessionals will be hired or placed into paraprofessional positions who do not meet the HQPP definition.	Superintendent - 9/2012	N/A	N/A	N/A



**Performance Goal 4**

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

<b>Safe and Drug Free, Strengths and Needs:</b> Strengths and needs based on data regarding violence, alcohol, tobacco, and other drug use in the schools and communities to be served
<b>Strengths</b>
<ul style="list-style-type: none"><li>• Data collection on alcohol, tobacco, drug and violence (ATODV) through the CHKS in grades 5,7,9,11</li><li>• Strong collaboration with community-based groups for providing school-based prevention and intervention services</li><li>• A decrease in students reporting ever having used cigarettes in grades 9 and 11</li><li>• An increase in grade 7, 9 and 11 students reporting High Caring Resourceships-Adults in Schools</li><li>• An increase in 7, 9, 11 grade students reporting high levels of high expectations fro a teacher or other adult at school</li><li>• Middle and high school students are involved in annual prevention youth conferences</li><li>• School Resource Officer Program established at MEUSD high schools</li><li>• Tobacco intervention classes and cessation classes offered at all secondary schools</li></ul>
<b>Needs</b>
<ul style="list-style-type: none"><li>• Implement ATODV prevention programs in a consistent manner at all grade levels</li><li>• Improve accountability for providing required prevention education at school sites</li><li>• Increase student perception of caring relationships, high expectations and opportunities for participation at school</li><li>• Provide for more emphasis on improving school environment; many students report school as providing a less caring environment than community or home</li><li>• Improve truancy data collection</li><li>• Provide for early identification and intervention of truant students</li><li>• Provide training and assistance to schools in order to develop and implement school safety plans</li><li>• Facilitate collaboration among law enforcement agencies and site teams to address ATODV, truancy, and attendance issues</li><li>• Provide training and professional development opportunities for administrators, counselors, site supervisors, and staff in alternative strategies for discipline</li><li>• Establish a safety committee/safe learning environment team at each school to address issues and needs</li><li>• Design a data system that provides accurate collection of absence, truancy, suspensions and expulsions, including manifestation determinations development issues and program development</li></ul>
<b>Deliverables</b>
<ul style="list-style-type: none"><li>• Provide ongoing professional development in research-based drug, alcohol, tobacco and violence prevention.</li></ul>

<p><b>Environments Conducive to Learning, Strengths and Needs:</b> How students are supported physically, socially, emotionally, intellectually, and psychologically along with student barriers to learning (e.g., attendance, mobility, and behavior).</p>
<p><b>Strengths</b></p>
<ul style="list-style-type: none"> <li>• Early intervention and counseling is in place for students in District secondary schools.</li> <li>• Parent/guardians are regularly provided information regarding District policies and procedures through the “District Basic Commitment” as well as school site handbooks.</li> <li>• Revisions to District Sexual Harassment and Non-Discrimination Policies were made to be more inclusive of all students and comply with AB 537.</li> <li>• Activities that promote student-school connectedness and positive school climate (e.g., peer education programs, youth conferences, conflict mediation, student-led campaigns) are demonstrating positive outcomes throughout the District.</li> <li>• There is ongoing assistance to schools for developing and implementing an annual attendance improvement and truancy recovery plan.</li> <li>• Nutrition network programs provide health and wellness learning opportunities for students and families.</li> <li>• Adult Ed Parenting classes school sites enhances parent involvement, providing more adult presence that contributes to safer school environment.</li> </ul>
<p><b>Needs</b></p>
<ul style="list-style-type: none"> <li>• Place more emphasis on positive learning environments and design a comprehensive approach to enhancing safe learning environments.</li> <li>• Provide opportunities for students to participate in decision-making processes and to have voice in school climate issues</li> <li>• Coordinate the institutionalization of youth development activities and programs into the school structure.</li> <li>• Assess all data, including California Healthy Kids Survey, referrals and suspensions; involve site teams, on a regular basis for program development</li> <li>• Implement drug, alcohol, tobacco, violence prevention programs in a consistent manner.</li> <li>• Promote systematic integration of tolerance into learning activities regarding gender, sexual orientation, culture, ethnicity, etc.</li> <li>• Include prevention strategies/youth development program in after-school programming.</li> <li>• Provide for better coordination and information dissemination, among all programs and departments, regarding community support services for students, schools, and families.</li> </ul>
<p><b>Deliverables</b></p>
<ul style="list-style-type: none"> <li>• Continue the promotion of safe learning environments with the focus on resiliency/youth development principles and student achievement for school staff, parents, and community partners.</li> <li>• Continue District safety initiatives Student Code of Conduct, Student ID system, safe school plans.</li> <li>• Promote safe learning environments for all students including a focus on LGBTQ student issues, AB537 and ongoing LGBTQ Task Force.</li> <li>• Provide needs-based professional development for teachers responsible for teaching prevention education.</li> <li>• Implement science-based strategies and programs that address school climate such as BEST Second Step, etc.</li> <li>• Train peer mediators at schools K-12.</li> <li>• Collaborate with community partners to address safety and health</li> <li>• Facilitate and monitor safe learning environment activities (curriculum, reporting, surveys, etc.) at each sites.</li> <li>• Expand the development and implementation of Peer-led Conflict Mediation programs to more schools yearly.</li> <li>• Assist schools with analyzing CHKS School Climate Data.</li> </ul>

**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. 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 are displayed below.

*NOTE: The following chart has been completed based on the most recent results (2009) of the California Health Kids Survey. Other years were not available.*

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date:			Biennial Goal
		2009	2011	
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	8% 16% 37% 43%	N/A	1% 2% 3% 4%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	N/A 7% 19% 22%	N/A	1% 2% 2%
The percentage of students that have ever used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	3% 14% 38% 36%	N/A	1% 2% 3% 3%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	N/A 11% 22% 20%	N/A	2% 4% 4%
The percentage of students that have ever used alcohol will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	24% 36% 66% 75%	N/A	4% 4% 6% 6%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	14% 23% 45% 57%	N/A	2% 3% 5% 5%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	43% 12% 18% 13%	N/A	4% 6% 6% 6%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	N/A 38% 22% 13%	N/A	4% 3% 2%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date:			Biennial Goal
		2009	2011	
The percentage of students that report high levels of caring Relationships with a teacher or other adult at their school - will <b>increase</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	44% 22% 31% 39%	N/A	4% 6% 6% 6%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school - will <b>increase</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	47% 53% 45% 50%		4% 4% 4% 4%
The percentage of students that report high levels of opportunities for meaningful participation at their school - will <b>increase</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	13% 9% 14% 13%	N/A	10% 10% 10% 10%
The percentage of students that report high levels of school connectedness at their school - will <b>increase</b> biennially by:	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	38% 34% 31% 34%	N/A	5% 5% 5% 5%
Truancy Performance Indicator	Most Recent Survey			Biennial Goal
	08-09	09-10	10-11	
The percentage of students who have been truant will <b>decrease</b> annually by <u>  1  </u> % from the current LEA rate shown here.  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 dividing that total by the CBEDS enrollment for the same school year.	65.0%	40.2%	34.8%	3%



**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.

**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.

**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.

**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])

**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.

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

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

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

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

**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])

N/A

**Performance Goal 5**

**All students will graduate from high school.**

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Person(s) Responsibility / Timeline</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>	All students will be enrolled in standards-based, grade-level courses in all content areas. These courses will use standards-based (K-8) or standards-aligned (9-12) materials.	All students	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• Teachers</li> <li>• 9/2012</li> </ul>	Number of graduate meeting UC/CSU A-G requirements	General
	All courses will have pacing guides that ensure adequate coverage of all key CA standards for the course before the end of the year.	All students	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• Teachers</li> <li>• 9/2012</li> </ul>	Performance of students on district benchmark assessments	General
	Utilize a district benchmark assessment system for: Algebra I, Geometry, English 9 – 11. Benchmarks will be given a minimum of five times per year.	All students	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• Teachers</li> <li>• 9/2012</li> </ul>	Percentage of students in these classes who complete all benchmarks	Title I EIA
	Enroll all students who do not pass the CAHSEE in an intervention class. These classes will use an approved intervention curriculum and have a benchmark assessment system to determine student progress.	All students who have not passed the CAHSEE	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• 9/2012</li> </ul>	Percentage of CAHSEE non-passers who are enrolled in both ELA and Math intervention classes.	IDEA Special Ed General
	Use Standards Plus or similar CAHSEE intervention for all special education students who have not passed CAHSEE	SWD who have not passed the CAHSEE	<ul style="list-style-type: none"> <li>• Special Ed Dept</li> <li>• 9/2012</li> </ul>	Percentage of 12 <sup>th</sup> grade SWDs who pass the CAHSEE	General
<b>5.2 (Dropouts)</b>	Monitor attendance every quarter to measure increases, decreases, and the impact of various strategies used to improve student attendance.	All students	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• 6/2012</li> </ul>	Average daily attendance rate	General

	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Person(s) Responsibility / Timeline</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
	Track attendance of all at-risk students. Promptly communicate with students and families if truancy issues begin.	Designated at-risk students	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• 3/2012</li> </ul>	Daily attendance rate of the at-risk students	General
	Provide Special Education students with "Workability" services for transitioning into post-secondary environments, including the..	SWD	<ul style="list-style-type: none"> <li>• Special Ed Dept</li> <li>• 6/2012</li> </ul>	Number of SWDs that receive a diploma	IDEA Special Ed General
<b>5.3 (Advanced Placement)</b>	Ensure that staff identifies and refers students who are likely to succeed in AP classes.	All students	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• 9/2012</li> </ul>	Number enrolled in AP classes will increase by 20% annually	General
	Use the PSAT data to identify AP potential in all sophomores.	Sophomores	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• 9/2012</li> </ul>	Number of students enrolled in AP classes vs. the year prior	General
	Provide to the AP Exam to all students enrolled in AP classes using the AP waiver and additional funding.	All students enrolled in AP classes	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• 9/2012</li> </ul>	Number of students taking AP exams will increase to 90% annually	General IDEA EIA AP Waiver
	Provide all AP teachers with curricular based professional development similar to SB472.	All students enrolled in AP classes	<ul style="list-style-type: none"> <li>• Site Administrator</li> <li>• 3/2013</li> </ul>	Training is delivered	Title II



## Additional Mandatory Title I Descriptions

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."
<ul style="list-style-type: none"> <li>• National School Lunch Program data are used as the poverty index to determine all eligible schools.</li> <li>• All funds are allocated in rank order.</li> <li>• All schools above 75% poverty are served first.</li> <li>• The remaining schools are ranked by district-wide poverty rate in descending rank order.</li> <li>• No school below 35% poverty is served.</li> <li>• Per capita funding is allocated in a four-tier system, having the schools with greatest concentrations of poverty receiving the highest per capita. Schools least in need receive the lowest per capita.</li> <li>• Title I nonpublic schools receive the same per capita funding as the public schools.</li> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span</li> </ul>
Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "School-wide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the School-wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School-wide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt">http://www.cde.ca.gov/sp/sw/rt</a> ; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).
<p>All of the 10 Title I schools operate school-wide programs under Section 1114. There is one targeted assistance schools in the District. All schools conduct a comprehensive needs assessment to ensure appropriate scientifically-based reform strategies.</p> <p>Services provided by the school sites include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Extended learning time before-school, after-school, and during the summer</li> <li>• Instruction by highly qualified teachers</li> <li>• Resource teachers to assist low-performing students</li> <li>• Class size reduction in grades 4-6</li> <li>• Strategies to increase parent involvement and education</li> <li>• Learning environment</li> <li>• Counseling</li> <li>• Standards-based literacy/math curricula</li> <li>• Literacy intervention programs</li> </ul>
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.
N/A
Please describe the actions the LEA will take to assist its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

Corrective actions include:

- Assistance in the development or revision of a school plan based on scientifically-based research
- Assistance in analyzing and revising the school budget so that the school's resources are used effectively
- Technical assistance from central office in the implementation of the school plan
- Assurance that not less than 10% of Title I funds will be for professional development
- PD focusing on teacher expectation, student achievement, and classroom management
- Extra help for students in language arts, math, and English language development
- Increased number of "highly qualified" teachers
- Assistance in obtaining funds for underperforming schools

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."

**Public School Choice:**

All parents whose children attend schools in PI are notified in September and again in January that they have the right to transfer their child to a school not identified as program improvement in the next school year. In addition, parents at any newly identified PI schools will be notified in August. The notification includes:

- A statement that the school is in Program Improvement
- A definition of Program Improvement
- What the district is doing to assist the school in increasing achievement
- How parents can be involved in helping the school raise the achievement level
- How the school compares to other schools in the district
- The names of non-Program Improvement schools in the district
- The availability of transportation, to be paid for by the district, to the non-Program Improvement school

**Supplemental Services:**

All parents whose eligible children attend a PI year 2 or greater school will be notified annually that supplementary educational services are available. A list of state-approved providers and their services is communicated to all eligible families via; first class mail, phone using Teleparent, the district website, and parent meetings. An agreement between the District and the provider will specify:

- The process for developing student achievement goals.
- How progress will be assessed.
- How parents will be informed of student progress.
- A timeline for improving achievement.
- Provisions for terminating agreement.

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."

**Coordination of Educational Services at the District level:**

- The School Board has determined District achievement goals for all students, as well as for Latino, African-American, special ed, and EL subgroups of students based on the recommendation of the Superintendent and the Superintendent's Cabinet. These goals guide the work of the entire District.
- At the District level one sub group will be responsible for monitoring implementation of the LEAP. This will be the Admin Council. The Admin Council is comprised of all principals and district level administrators. This group will be assisted by Education Consultants in monitoring implementation of the LEAP. Education Consultants will use their trademarked LEAP monitoring tool to provide monthly implementation reports to the Admin Council.

**Coordination of Educational Services at the school site:**

- School plans are tied to the District's achievement goals and serve as a guide for implementing actions to attain these goals.
- Principals will be required to provide monthly updates on LEAP implementation to Education Consultants for inclusion into the monthly update report to the Admin Council.

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.

- The District conducts needs assessments to identify teacher and principal needs.
- Based upon identified needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds will be used to provide professional development that is data-driven and results-based. The focus will be for teachers, paraprofessionals, and principals with the highest need.
- A long-range professional development plan will be developed and will include, based on need, the following areas:
  - Literacy
  - Mathematics
  - English language development
  - Effective instructional practices
  - Closing the achievement gap
  - Equity training
  - School safety
  - Resiliency
- The professional development trainers/facilitators will include external coaches for principals, and outside consultants
- Teacher qualifications, as mandated by NCLB, will be tracked and monitored by the Human Resources Department with follow up monitoring by BTSA, principals, and the State and Federal Programs Department.

**Part III: Assurances and Attachments**

*Assurances*

*Signature Page*

## 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.
  - (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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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:

10. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
11. 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.
12. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
13. Provide technical assistance and support to schoolwide programs.
14. 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.
15. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
16. 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.
17. 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.
18. 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.
19. 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*.
20. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
21. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
22. 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.
23. 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.
24. 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).

25. 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.
26. 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*.
27. 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.
28. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
29. 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**

30. 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.
31. 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.
32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:
  - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
    - (A) have the lowest proportion of highly qualified teachers;**
    - (B) have the largest average class size; or**
    - (C) are identified for school improvement under section 1116(b).**
  - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
  - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in

order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

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



- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

#### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

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

allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
  - will be used to make decisions about appropriate changes in programs for the subsequent year;
  - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  - will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
  - (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to

complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

**Other**

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

**Signature Page**

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Print Name of Superintendent

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Signature of Superintendent