SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 7.0

Meeting Date: May 27, 2015

Subject: Approve Local Education Agency (LEA) Revised Plan, 2015

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Department: Academic Office/State and Federal Programs

Recommendation: Approve the 2015 Revised Local Education Agency (LEA) Plan

Background/Rationale: In order to meet legislative requirements for specific federal programs and funding, districts in the State of California are required to submit a Local Educational Agency (LEA) Plan. The Sacramento City Unified School District (SCUSD) LEA Plan includes specific descriptions of how Title I, Title II and Title III funds are utilized in accordance with the requirements of No Child Left Behind (NCLB). In essence, the LEA Plan describes the actions that ensure that we meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services (SES), services to homeless students, and others as required. The district will continuously revise and update the plan and budget to reflect current practice.

Financial Considerations The SCUSD's 2015 revised LEA Plan describes actions and services totaling $59,747,860 in Title I, Title II, Title III, and other funding sources.

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; and Family and Community Engagement

Documents Attached:
1. LEA Plan

Estimated Time of Presentation: 10 minutes
Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer, and Lisa Hayes, Director, State and Federal Programs
Approved by: José L Banda, Superintendent

8(Rev 11-10)
California Department of Education
District and School Improvement Division

(CDE use only)

Application #	

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

LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than June 30, 2015**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

County/District Code: SACRAMENTO/3467439

Dates of Plan Duration (should be up to three years): 2015-2019

Date of Local Governing Board Approval:

District Superintendent: JOSÉ L. BANDA

Address: 5735-47TH AVENUE

City: SACRAMENTO State: CA Zip: 95824

Phone: (916) 643-9000 Fax: (916) 643-9480

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

See Assurances on pages 134-144. Signatures are required on page 145.

LEA PLAN
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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

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

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

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

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

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

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

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

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

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and

federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - http://www.cde.ca.gov/ta/ac/ap

- California Assessment of Student Performance and Progress (CAASPP) data - http://www.cde.ca.gov/ta/tg/sr/

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- AYP Reports – http://www.cde.ca.gov/ta/ac/ay

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment ToolsWeb page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
3010, 3017 Title I, Part A	1,695,938	19,207,899	17,768,261	85%
3105 Title I, Part B, Even Start	0	0	0	0.00%
3060 Title I, Part C, Migrant Education	0	0	0	0%
3025, 3026 Title I, Part D, Neglected/Delinquent	10,439	33,378	37,244	85%
4035 Title II Part A, Subpart 2, Improving Teacher Quality	117,132	3,509,153	3,462,740	95%
4045, 4047 Title II, Part D, Enhancing Education Through Technology	0	0	0	0%
4203 Title III, Limited English Proficient	981,213	1,045,346	1,986,028	98%
4201 Title III, Immigrants	0	0	0	0%
3710 Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0%
4110 Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0%
3905, 3913, 3926 Adult Education	0	233,55	0	0%
3550 Career Technical Education	0	550,904	526,058	95%
5630, 5635 McKinney-Vento Homeless Education	0	113,179	108,075	95%
3310, 3313, 3315, 3319, 3320, 3385 IDEA, Special Education	0	9,618,458	9,184,666	95%
4124 21st Century Community Learning Centers	288,469	5,275,250	5,312,795	95%
Total	$3,093,191	$39,587,122	$38,385,867	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
7090 EIA – State Compensatory Education	0	0	0	0%
7091 EIA – Limited English Proficient	0	0	0	0%
State Migrant Education	0	0	0	0
0054 (7395) School and Library Improvement Block Grant	0	0	0	0%
F12 R6105 Child Development Programs	0	5,586,270	5,334,329	95%
Educational Equity	0	0	0	0
0036 (7140) Gifted and Talented Education	0	0	0	0%
6690 Tobacco Use Prevention Education – (Prop. 99)	0	1,009,098	963,588	95%
High Priority Schools Grant Program (HPSG)	0	0	0	0%
0031 (6405) School Safety and Violence Prevention Act (AB 1113)	0	0	0	0%
Tenth Grade Counseling	0	0	0	0
6240 Healthy Start	0	0	0	0%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
6010 After School Education and Safety	0	6,193,030	5,264,076	85%
0007/0009 LCFF Supplemental & Concentration (Allocated to school sites)		9,800,000	9,800,000	100%
TOTAL	$0	$22,588,398	$21,361,993	

Part II
The Plan

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

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5
Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention
The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions

and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

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

Sacramento City Unified School District

Vision

At Sacramento City Unified School District, we strive to be a place where children come first – where a child's best interest is at the heart of every decision we make.

We strive to be a district where all teachers are effectively trained, supported by their peers and armed with data on each child's progress. We are committed to developing curriculum that is meaningful and compelling. We want each child to learn to think, solve problems, work well with others, master essential standards and communicate.

When students graduate, our goal is for them to leave us well-prepared to choose a college or career path that is right for them. We will engage important allies in the community - families, colleges, businesses and nonprofit partners - in our cause and be ready to benefit from their collective wisdom.

Within our organization, we will embrace new principles for a new economy – innovation, excellence and creativity.

This is the Sacramento City Unified School District we envision. To get there, we have established three foundational pillars that intertwine to support a holistic approach to education. These pillars both anchor our decisions and propel us forward as we accelerate our rate of change to keep pace with a rapidly changing world. These pillars, Career- and College- Ready Students, Family and Community Engagement and Organizational Transformation, represent our commitment to our students.

Mission

Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

Strategic Plan: *Putting Children First*

Sacramento City Unified School District (SCUSD) continues to implement a strategic plan which serves as a roadmap to achieving the commitments to our community outlined in both our mission statement and in our vision narrative. The intention is to continue to unify the district in a collaborative call to action: becoming a world-class educational organization.

Pillar I: Career and College Ready Students

A. Provide students with a relevant, rigorous and well-rounded education that includes 21st Century career exploration, visual and performing arts and meets four-year college and university requirements.
B. Create professional development opportunities that are practical and have high impact on student learning.
C. Develop rigorous, holistic assessments to measure ongoing student progress.

Pillar II: Family and Community Engagement

A. Develop meaningful opportunities that will empower parents to participate in their children's education.
B. Ensure that every school will become an integral hub of community life to provide open space and access to resources.
C. Increase strategic partnerships that expose students to career pathways through internships and service learning.

Pillar III: Organizational Transformation

A. Create a "no-excuses" culture that is focused on results and continuous improvement.
B. Recruit, train, retain and support a motivated, capable and diverse workforce.
C. Focus every department, team and individual in the organization to support teaching and learning.

The District

Sacramento City Unified School District (SCUSD) is the 10th largest school district in California and one of the 100 largest in the United States, serving 43,175 students on 75 campuses in the urban core of California's capital. Established in 1854, SCUSD serves a richly diverse population – from students who live in leafy, established neighborhoods to those in federal housing projects. Our schools, too, are diverse in offering unique educational experiences for students and families. SCUSD operates 42 elementary schools; nine K-8 schools; seven middle schools; 12 high schools; three multiple grade schools; and two adult schools.

SCUSD boasts two 2010 California Distinguished Schools, one 2010 National Blue Ribbon School and two 2010 Title I Academic Achievement Award schools. Additionally, Sutter Middle School is a 2011 California Distinguished School.

Sixty-three percent of SCUSD students qualify for the federal free or reduced-price lunch program. SCUSD's cafeterias serve more than 50,000 meals a day, including free breakfast for every student on every campus.

Diversity index studies show that Sacramento ranks second in overall ethnic diversity among cities with populations of more than 400,000 – and ranks as the most diverse in terms of ethnic groups being spread out geographically.

Our student population reflects this diversity. SCUSD is 38% Hispanic or Latino; 17% Asian; 17% African American; 19% white; 5% two or more races; 2% Pacific Islander; 1% American Indian; and 1% Filipino. Residents within SCUSD speak more than 40 languages; 35% of students do not speak English at home.

SCUSD serves approximately 2,500 preschool-aged children. All of the children enrolled in our preschool programs meet low-income guidelines based on state and federal income eligibility requirements. Currently, 61 Head Start preschool classrooms are located at 41 of the district's school sites that qualify for Title I funding.

To address the unique needs of students, SCUSD implements the following programs:

Preschool is provided to approximately 2,500 preschool-aged children in SCUSD. All of the children enrolled in our preschool programs meet low-income guidelines based on state and federal income eligibility requirements. Currently, 61 Head Start preschool classrooms are located at 41 of the district's school sites that qualify for Title I funding.

Our **Head Start** classrooms serve a diverse student population. Depending on location, between 4% and 91% of preschool children are English language learners. Native languages include Spanish, Hmong, Cantonese, Lao, Thai, Arabic, Armenian, Marshallese, and Vietnamese. Children with special needs are provided with priority enrollment opportunities.

Early Kinder is the first year of a two-year kindergarten experience for children turning age 5 from September 2nd through December 2nd. The classes are taught by a credentialed teacher with a developmentally appropriate curriculum, which promotes a strong foundation and prerequisite skills needed for student success in kindergarten. Early Kinder is an optional program that gives children an additional year of preparation so they enter kindergarten with stronger academic, social and emotional skills needed for future success in school. Currently 163 students are enrolled in the Early Kinder Program at seven regional school sites in SCUSD.

Adult Education provides educational opportunities and services to address the unique needs of individuals and communities by providing adult students with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family members.

Adult Education Services are provided in the following program areas:

- Adult Basic Education
- High School Equivalency (HiSET)
- English as a Second Language (ESL)
- Citizenship
- Adults with Disabilities
- Career Technical Education Programs with High Employment Potential

A variety of parent stakeholder groups were queried and the following positive trends emerged:

- The District and schools have a parent involvement policy that directly impacts their involvement as a parent on district level advisory committees and activities
- District and schools' implementation of the parent involvement policy affects my child's participation in school
- Students with disabilities have access to the core
- The District uses a variety of strategies to communicate with parents
- College Readiness Classes for parents are available
- Common Core State Standards have been more fully implemented.
- Some schools sponsor Career Days and College Awareness
- Schools are promoting positive life skills program such as *Second Step*
- School have provided good parent outreach and engagement, including use of automated calling, Parent Advisors, monthly parent meetings, and welcoming volunteers
- Instructional aides assist students in accessing Common Core State Standards instruction.
- Counselors are effective in helping students to stay on track for graduation.
- There are effective school site Parent Resource Centers
- Gender equity practices are employed in Career Technical Education classes
- Parent Teacher Academic Teams are resulting in powerful learnings where implemented.

The following areas of improvement were identified:

- Schools need to have high expectations for all students
- Schools needs to provide students with well-developed curricula and instructional strategies, including differentiation to meet the needs of all students
- Schools need to provide appropriate academic supports to students who are struggling
- There is a need for more counselors in the high schools
- High schools need to provide more general preparedness for college; more of a college-going culture at all campuses.
- Schools need more afterschool programs providing academic intervention
- Schools need to provide more summer program opportunities.
- More information is needed for parents about pre-Kindergarten programs
- More parent education classes are need to inform parents about instruction, drug prevention and leadership opportunities.

Sacramento City Unified School District continues in its third year of Program Improvement Local Educational Agency (LEA). In 2013, the district met 25 of 50 Adequate Yearly Progress (AYP) criteria, including the participation rate. However, the district met the graduation rate target LEA –wide and for all subgroups for 2013. The number of schools not meeting the AYP targets continues to increase. The district did not meet the Academic Performance Index (API) growth target in 2013, an additional indicator for AYP.

In 2013, 27%of the schools in the district met their school-wide API target. Fifteen percent of schools had API growth but did not meet their growth targets and 65% of schools had a score that either remained the same or declined. **.**
Approximately 11% of SCUSD students participate in a full continuum of Special Education programs; 64% of these students have Speech/Language Impairments or Specific Learning Disabilities.

Although the district has experienced incremental growth, the achievement gap persists. This is evident particularly among our African American and Economically Disadvantaged students. For example, Economically Disadvantaged students at Title I schools achieved at only slightly lower levels than all Title 1 students. Asian, White, and students of two or more races outperformed other groups. Fifty percent or more of these three groups scored at Proficient or Advanced. The African-American, American Indian or Alaska Native, Asian, Latino, Native Hawaiian or Pacific Islander did not meet the Annual Measurable Objectives (AMOs).

The 2013-14 student ethnic distribution is as follows:

Ethnicity	Percentage
Hispanic	38%
American Indian/Alaskan Native	1%
Asian	18%
Pacific Islander	3%
Filipino	2%
African American	18%
White	19%
Two or more races (multi-race)	1%

The 2013-14 student language distribution is as follows:

Top 10 Languages	Total Number of English Learner and Fluent English Proficient	Percentage
Spanish	9,123	19.4
Hmong	2,775	5.90%
Cantonese	1,228	2.61%
Vietnamese	630	1.34%
Russian	483	1.03%
Mien (Yao)	367	0.78%
Hindi	240	0.51%
Marshallese	191	0.39%
Lao	170	0.36%
Filipino	150	0.32%
Other non-English languages	983	0.59%

The Sacramento City Unified School District acknowledges and recognizes the unique and individual needs of the students. Specialized programs to meet the needs of the diverse student populations are offered, including the following programs:

- The district recognizes the skills of the future include the ability to communicate proficiently in multiple languages. Bilingual immersion and transitional programs are at several Spanish Immersion Programs are at Edward Kemble Elementary School, Cesar Chavez Elementary School and Bowling Green Charter Chacon Language and Science Academy. Our Transitional Bilingual Spanish Program is at Ethel Phillips Elementary School. The Chinese-Cantonese Immersion Programs at the Elder Creek Elementary School. Additionally, a Chinese

Mandarin immersion program is at William Land Elementary School, and a Hmong Immersion Program is at Susan B. Anthony Elementary School.

- Luther Burbank High School offers the International Baccalaureate (IB) Diploma Program, the Advanced Diploma, and IB Honors Certificates. Highly motivated students may apply for the IB Diploma Program Additionally, Caleb Greenwood Elementary and Kit Carson 7-9School provide school wide IB programs.

- All high schools, both small and comprehensive, offer Advanced Placement.

- Linked Learning is our preferred approach for high school reform. This model connects learning in the classroom with real-world applications outside of school. It integrates rigorous academic instruction with a demanding technical curriculum and work-based learning. The pathways are set in the context of one of California's 15 major industry sectors.

- The District offers dual enrollment options to high school students at each high school. Dual enrollment is a successful acceleration mechanism that allows students to pursue an advanced curriculum relevant to their individual postsecondary interests. According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of high school graduation. There is also evidence that dual enrollment increases academic performance and post-secondary educational attainment.

- To prepare for the college and career opportunities in the 21st Century, the students of SCUSD are provided access to a variety of instructional technologies. Teachers and administrators receive professional development in using the most up-to-date technology tools such as interactive white boards, wireless slates, tablets, and other hand-held technology.

- The District's middle schools offer music courses that integrate literacy through collaborations with ELA teachers. Through this integrated model, students read a range of complex texts, write for various purposes and audiences, and strengthen their oral language development.

The seven Superintendent's Priority schools serve as places of innovation to address persistent under-performance and the achievement gap. These schools are meant to be learning laboratories, early implementers of district initiatives and inform scalability of practice across the district..

Parent Involvement and Engagement

Sacramento City Unified School District (SCUSD) is committed to providing quality programs and activities that meaningfully engage parents in all facets of their children's education and strengthen school-family partnerships for student learning. The district fulfills this commitment by assuring that all district offices and school sites understand and implement the requirements for parent involvement as stipulated under Title I, Section 1118. To this end, all district schools are required to provide an annual parent involvement policy and school compact that has been developed in partnership with parents.

To support school sites with their parent engagement, the district has made family and community involvement a top priority. Family Engagement is one of three pillars of the District's strategic plan under the direction of an Area Associate Superintendent. This cabinet level position oversees district efforts to engage families and communities to make our schools the hub of their community.

Supports offered by the Family and Community Engagement Dept. include:

- Parent Leadership Pathway (Three-tiered parent workshop series: Emerging Parent Partners; Learning Parent Partners and Developing Parent Leaders).
- Individual/one-time training topics to school sites.
- PRC Collaborative - provides monthly professional development training to district and school-site outreach staff, as well as, parent leaders.
- Supports to Parent Advisory Council, School Site Councils, etc.
- Supports to school sites on parent engagement strategies and implementation.
- Support to all SCUSD department parent engagement activities.
- District Parent Resource Center (developed and implemented with parents 56 school site Parent Resource Centers which provide workshops for parents, referral resources and a meeting space for school parent groups.)
- Parent Information Exchange (a monthly presentation luncheon that brings parents together with district staff and community based partners.)
- Public Education Volunteer (PEV) training (train and support parents and community members to act as outreach ambassadors on District initiatives and programs with the purpose of accessing authentic community voice.
- Volunteer Office

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

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

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

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

Planned Improvement in Student Performance in Reading

The district has established the following performance goals in reading as measured by the CAASPP and CAHSEE assessments for school years, 2014-15 and 2015-16:

Assessment	2014-2015	2015-2016
CAASPP-ELA	• Establish a baseline of the percentage of students scoring at or above proficiency. • Establish a baseline of the percentage of students in each subgroup scoring at or above proficiency.	• Increase the overall percentage of students scoring at or above proficiency by at least 3%. • Increase the overall percentage of students in each subgroup scoring at or above proficiency by at least 3%.
CAHSEE	• Increase the overall percentage of students scoring at or above proficient by at least 10% (2013-14 performance measure is 77%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. (EL 41%, Hispanic 73%, African American 63%, Economically Disadvantaged 73%, Special Education 25%)	• Exceed the 2014-15 performance of students scoring at or above proficient by at least 10%. • Exceed the 2014-15 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: **English Language Arts Instructional Guides (Curriculum Maps, and Courses of Study)** • Utilize state-adopted ELA curriculum resources • Augment textbooks with CCSS-aligned supplemental instructional materials • Revise ELA grade-specific curriculum maps and courses of study **District Formative Assessment Process** • Use the formative assessment process to inform teaching and learning • Embed sample assessment tasks within the grade-specific curriculum maps and courses of study • Examine student work to inform teaching and learning • Develop and implement CCSS-aligned district ELA Interim Assessments. Administration is mandated three times per year for all students in grade 1-12, with an optional fourth administration **Arts and Literacy Integration** • Integrate the CCSS for Literacy in Technical Subjects within the Arts • Engage students in reading a variety of complex texts, including visual texts • Respond orally and in writing to various Art forms • Develop integrated lessons and units of study **Professional Learning** • Provide opportunities for teachers to collaboratively analyze ELA interim assessment results, curriculum embedded assessment results, and student work to inform instruction and determine professional learning	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents	• ELA Training Specialists • Fine Arts Training Specialist • Textbooks/Supplemental Materials • Interim Assessments • Duplication Services • Music Teachers (5)	$4,139,276	• LCFF • Title I • Title III

focus • Build capacity of administrators and teachers in the formative assessment process to identify learner-centered problems and problems of practice in order to continuously improve student learning • Provide professional learning on integrating literacy and the Arts **Instructional Support Team** • Assign ELA/ELD Training Specialists to schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis • Provide assistance with the implementation of CCSS-ELA by engaging in collaborative planning, modeling lessons, co-teaching, observing lesson delivery, and providing constructive feedback and support	**Timeline** • Ongoing			
2. Use of standards-aligned instructional materials and strategies: **Reading/Language Arts Instructional Materials** **Utilize state-adopted English Language Arts textbooks and supplemental materials that best meet needs of our diverse learners.** • Creative Curriculum Publishing, *Creative Curriculum*, • SRA McGraw Hill, *Open Court Reading*, 2002 (Grades PreK-6) • Holt, *Literature and Language Arts*, 2003 (Grades 7-8) • *Holt Literature and Language, 2003* (Grades 9-12) **English Language Development Instructional Materials** • ELD: Moving Into English 2004 (Grades K-3) • Hampton Brown, *Avenues* (Grades 4-6) • Hampton Brown, *High Point* , (Grades 7-8) • Heinle & Heinle, *Visions*, 2003 Grades 9-12)	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign	• Instructional Materials • Duplication Services	$4,139,276	• LCFF • Title I • Title III • IDEA

Standards Aligned Supplemental Materials • Pearson, *Core Ready*, 2014 (Grades K-6) • California State University, *Expository Reading and Writing Curriculum*, DATE (Grades 7-12) • Houghton Mifflin Harcourt, *Write Source,* 2012 (Grades 9-10) • Norton, *Reading the World*, 2010 (Grades 11-12) • Continue to support teachers in providing students with a balanced instructional curriculum focusing on conceptual understanding, increased independence, and metacognition **Research-Based Instructional Strategies** • Utilize research-based instructional strategies to ensure that all students including EL and SWD have access to a rigorous standards aligned core instructional program. These include: a. Literacy instruction focused on the five foundational reading skills (phonemic awareness, phonics, comprehension, vocabulary, and fluency) b. Close analytical reading c. Academic language d. Writing process e. Discussion and oral interaction protocols f. Culturally and Linguistically Responsive Teaching g. Higher-order thinking (revised Bloom's Taxonomy, Webb's Depth of Knowledge) h. Differentiated instruction i. Universal Design for Learning (UDL) j. Research-based SDAIE strategies k. Summarizing and note-taking l. Checking for understanding strategies m. Direct and explicit strategy instruction including teacher modeling and opportunities for guided and independent practice n. Technology Integration	• Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			

3. Extended learning time: • Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL and SWD, opportunities for extended learning such as: a. After-school classes b. Saturday classes c. Summer school d. Supplemental Educational Services (SES) • Support schools that offer interventions before school, after school, on Saturdays, and during the instructional day • Identify appropriate standards-based curricular materials, including but not limited to, those from the state-adopted intervention material, as well as on-line technology resources	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of St • Director of State and Federal • Coordinator of State and Federal Multilingual Literacy • Director of Special Education • Director of Student Support and Health Services • Director of Youth Development Support Services • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and	• Extended Learning Programs • Teacher Per Diem/Stipend • Materials • Facilities	$1,034,819	• LCFF • Title I • IDEA • After-School

	Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
4. **Increased access to technology:** • Continue to provide access to technology for students, teachers, and administrators through media such as: a. **Hardware**: Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs b. **Curriculum and Assessment Software:** i.e. *iReady*, *BURST*, *Read 180*, on-line credit recovery and acceleration opportunities (*AVENTA*) c. **Web 2.0 Tools:** educational technology libraries that accompany recently adopted curriculum materials, SBAC Digital Library, wikis, EDMODO, of Expertise, Cisco, Google App's for Educators (GAFE), etc. d. **Student Information System:** Infinite Campus e. **Student Assessment System** • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise wikis, and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. • District-wide use of student assessment system to access ELA data • Provide on-going support focused on technology integration within ELA curriculum	**Persons Involved** • Chief Academic Officer • Chief Information Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Technology Coordinator • Science Coordinator • Site Administrators • Teachers	• Hardware • Professional Learning • Software • Technical Support • Salaries • On-line Service Contracts	$413,928	• LCFF • Title I • Title II

• Provide support to school sites to maintain technology infrastructure	• Support Staff • Parents **Timeline** • Ongoing			
5. Staff development and professional collaboration aligned with standards-based instructional materials: Address professional learning and collaboration of PreK-12 teachers, support staff, and administrators through: • CCSS-ELA: utilize a site-based leadership team to build capacity of teachers and support staff to implement the standards • Instructional Approaches: support teachers' use of instructional approaches such as Interactive Reading, Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study to increase student ELA achievement • Lesson Design: use a backward design approach focusing on intentional instruction to teach for understanding (standards, instructional strategies assessment, rigor, and relevance) • Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices • ELA/ELD and Fine Arts training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support • Support Strategies: o Differentiate Instruction to support students with various learning needs including EL,	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff	• Presenters • Materials • Facilities • Teacher Per Diem/Stipend • Duplicating Services • Substitute Teachers	$2,483,565	• LCFF • Title I • Title II • Title III • IDEA

SWD, and other underperforming students ○ Implement EL strategies to support content acquisition via integration Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning	• Parents **Timeline** • Ongoing			
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): **Involvement Strategies** • Involve parents and community through local and school-site activity: School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Teacher Association (PTA); GATE Advisory Committee, Policy Council, Indian Education Committee • Review reading/ELA assessment results and provide input on the development of the Single Plan for Student Achievement (SPSA) to improve performance • Provide each parent/guardian with his/her child's individual CAASPP ELA results with an explanation of how to interpret them • Continue to provide strategies and materials to the sites to support parent understanding of state standards • Conduct parent/teacher conferences at the K-6 level to discuss progress towards mastering the ELA CCSS • Host Back-To-School nights to inform parents about the ELA instructional materials • Translate school communication to parents when a school student population exceeds 15% of a given language • Provide communication to parents regarding the ELA program via *eConnection* school newsletters, family literacy workshops, parent conferences, other district	**Persons Involved** • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of	• Salaries • Duplicating Services • Interpreting and Translation	$413,928	• LCFF • Title I • Title III • Head Start

and school correspondence, and through community-based organizations • Conduct home visits using the district adopted home visit procedures • Offer parent workshops via the Parent Leadership Academy	Parent Engagement • Coordinator of GATE • ELA Coordinator • Science Coordinator • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** Pre-school/Kindergarten transition will be supported by: • Site-provided parent information packets supporting transition to kindergarten • "Summer Camp" (a summer transition program for entering kindergarten students that develops language and reading readiness skills) • Site-provide orientations for incoming students and parents Secondary school auxiliary services: • High schools, adult schools, and community colleges provide credit recovery and remediation classes for students who have not yet passed the CAHSEE with support for up to two years beyond the graduation date Additional K-12 auxiliary services for parents: • Parent Teacher Home Visits • Orientation sessions for incoming students • School visits • Open house nights • Information on website (i.e. School Transition FAQ's,	**Persons Involved** • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High	• Duplicating Services • Materials • Teacher Per Diem/Stipend • Salaries	$1,034,819	• LCFF • Title I • Head Start

	School ReDesign • Director of Integrated Support Services • Director of Youth Development • Coordinator of Parent Engagement • Coordinator of GATE • ELA Coordinator • Science Coordinator • Site Administrators • Teachers • Parents **Timeline** • Ongoing			
8. Monitoring program effectiveness: • Monitor the content (alignment to standards, cognitive demand, and relevance), instructional delivery (alignment of instructional components, organization, and pacing), and learning (differentiation, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional learning through the following strategies: a. Utilize curriculum-embedded assessments to inform instruction and monitor learning related to student mastery of the ELA CCSS b. Use interim assessment data to monitor learning related to student mastery of ELA CCSS c. Analyze student work samples to monitor student learning and growth in ELA d. Utilize CELDT/ELPAC scores to monitor EL' progress toward English language proficiency e. Review student progress towards mastery of IEP goals to monitor learning of SWD	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High	• Purchasing, Duplication and Printing Distribution • Student Assessment System • Professional Learning • Release Time • Teacher Per Diem/Stipend	$413,928	• LCFF • Title I • Title II

f. Use CAASPP data and API results to monitor programs and site and district progress in ELA • Strengthen program effectiveness through the implementation of the following strategies: a. Utilize observational tools to provide coaching and support b. Provide focused feedback	School ReDesign • Director of State and Federal Programs • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
9. Targeting services and programs to lowest-performing student groups: Continue to provide services and programs targeted to lowest performing students through the following strategies: • Provide intensive ELA interventions, based on diagnostic testing results, CAASPP results, and CELDT/ELPAC results, as needed before, during, and after school • Provide district-level instructional coaching support to identified schools with the lowest performing student groups • Provide summer school for SWD who are not making adequate progress towards meeting their IEP goals • Provide students at the lowest performing schools who	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy	• Supplemental Instructional Materials • Professional Learning • Teacher Per Diem/Stipend	$5,174,095	• LCFF • Title I • Title III • IDEA • After School

are not making adequate progress opportunities for summer school to prevent summer learning loss • Partner with outside organizations to provide tutoring and literacy enrichment for students identified as not making adequate progress towards meeting the ELA CCSS • Target lowest performing students to attend after school Supplemental Educational Service (SES) programs in ELA Provide professional learning for afterschool program staff on meeting the needs of low performing students including EL, SWD, and struggling students	• Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
10. Any additional services tied to student academic needs: • Curriculum & Instruction in conjunction with Special Education Department provides support for implementation of ELA CCSS curriculum to Special Day and Resource Specialist classes • Linked Learning approach used to provide: robust academic course work, authentic work-based learning experiences, and wrap-around supports • The Gifted and Talented Program provides services for identified students in the following: a. Grades 2-8: Gifted and Talented Education (GATE) support such as the cluster model, centers,	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development	• Supplemental Instructional Materials • Professional Learning • GATE Program Services • Teacher Per Diem/Stipend	$1,448,747	• LCFF • Title I • IDEA

differentiated instruction, and after-school programs for all students who are not served in full day programs b. Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools c. International Baccalaureate (IB) program (Luther Burbank High, Kit Carson, and Caleb Greenwood Elementary) d. AP Fee-Reduction Support (all high schools) e. Professional learning for teachers through a Professional Sequence Certificate including: • Differentiation Principles • Question Strategies to Differentiate Instruction • Management Techniques • Activities and Prompts • Diverse Gifted Learners (e.g. LD, EL) • Underachievement in Gifted Youth • Creativity and Problem Solving • The Dual Exceptional Child • Program Design and Administration f. Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children • Social Emotional Learning integrated within the ELA curriculum and instruction • Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success	• Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of State and Federal Programs • Coordinator of GATE • ELA Coordinator • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			

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

Planned Improvement in Student Performance in Mathematics

The district has established the following performance goals in mathematics as measured by the CAASPP and CAHSEE assessments for school years, 2014-15 and 2015-16:

Assessment	2014-2015	2015-2016
CAASPP-Math	• Establish a baseline of the percentage of students scoring at or above proficiency. • Establish a baseline of the percentage of students in each subgroup scoring at or above proficiency.	• Increase the overall percentage of students scoring at or above proficiency by at least 3%. • Increase the overall percentage of students in each subgroup scoring at or above proficiency by at least 3%.
CAHSEE	• Increase the overall percentage of students scoring at or above proficient by at least 10% (2013-14 performance measure is 80%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. (EL 59%, Hispanic 75%, African American 63%, Economically Disadvantaged 77%, Special Education 31%)	• Exceed the 2014-15 performance of students scoring at or above proficient by at least 10%. Exceed the 2014-15 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

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

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

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: **Mathematics Instructional Guides (Curriculum Maps, and Courses of Study)** • Utilize state-adopted math curriculum resources • Augment textbooks with CCSS-aligned supplemental instructional materials • Revise math grade-specific curriculum maps and courses of study **District Formative Assessment Process** • Use the formative assessment process to inform teaching and learning • Embed sample assessment tasks within the grade-specific curriculum maps and courses of study • Examine student work to inform teaching and learning • Develop and implement CCSS-aligned district math Interim Assessments. Administration is mandated three times per year for all students in grades 1-12, with an optional fourth administration **Professional Learning** • Provide opportunities for teachers to collaboratively analyze math interim assessment results, curriculum embedded assessment results, and student work to inform instruction and determine professional learning focus • Build capacity of administrators and teachers in the formative assessment process to identify learner-centered problems and problems of practice in order to continuously improve student learning **Instructional Support Team** • Assign math Training Specialists to schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/ Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff • Parents	• Math Training Specialists • Textbooks/Supplemental Materials • Interim Assessments • Duplication Services	$5,321,926	• LCFF • Title I • Title III

• Provide assistance with the implementation of CCSS-math by engaging in collaborative planning, modeling lessons, co-teaching, observing lesson delivery, and providing constructive feedback and support	**Timeline** • Ongoing			
2. Use of standards-aligned instructional materials and strategies: **Standards-based Mathematics Curriculum Resources** • Adopt a standards-based curriculum in mathematics for grades Preschool -12: ▪ **Preschool** o Berkeley Math Project, UC Berkeley o Big Book Math – Abrams Learning Trends ▪ **Gr. K-6** o EnVision Mathematics – Pearson, 2015 ▪ **Gr. 7-8** o Big Ideas Mathematics – Houghton Mifflin Harcourt, 2015 ▪ **Gr. 9-12** o Integrated Mathematics – Walch, 2012 o Algebra and Trigonometry, Structure and Method, Bk 2, McDougal Littell, 2000 o Algebra 2, McDougal Littell, 2001 o Algebra 2 (California Edition) Pearson Prentice Hall, 2004 o PreCalculus with Unit Circle Trigonometry, 4th Ed., Thomson Brooks/Cole, 2006 o Algebra and Trigonometry with Analytic Geometry, 9th Ed. Brooks Cole, 1997 o Calculus: Graphical, Numerical, Algebraic, 3rd Ed. (AP Edition), Pearson Prentice Hall, 2007 o Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole, 2010	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/ Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators	• Instructional Materials • Duplication Services	$4,434,938	• LCFF • Title I • Title III • IDEA

Standards-aligned Supplemental Materials • Continue to support teachers in providing students with a balanced instructional curriculum focusing on conceptual understanding and problem solving **Research-based Instructional Strategies** • Utilize research-based instructional strategies to ensure that EL, SWD, and low-performing students have access to a rigorous instructional program that prepares them to meet state standards at proficient or advanced levels, including: o Academic language o Discussion and oral interaction protocols o Culturally and Linguistically Responsive Teaching (CLRT) o Higher-order Thinking Skills (Revised Bloom's Taxonomy, Webb's Depth of Knowledge) o Manipulatives o Differentiated instruction o Universal Design for Learning (UDL) o Research-based SDAIE strategies o Checking for understanding strategies o Technology Integration o Student-work protocols o Cooperative learning o Graphic organizers	• Teachers • Support Staff • Parents **Timeline** • Ongoing			
3. Extended learning time: • Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL and SWD, opportunities for extended learning such as: a. After-school classes b. Saturday classes c. Summer school d. Remediation classes e. Supplemental Educational Services (SES) • Support schools that offer interventions before school,	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of	• Extended Learning Programs • Materials • Facilities • Teacher Per Diem/Stipend	$1,650,168	• LCFF • Title I • IDEA • After-School

after school, on Saturdays, and during the instructional day f. Identify appropriate standards-based curricular materials, including but not limited to, those from the state-adopted intervention material, as well as on-line technology resources	Equity • Director of Child Development • Director State and Federal Programs • Coordinator of State and Federal Programs • Director of Multilingual Literacy • Director of Special Education • Director of Student Support and Health Services • Director of Youth Development Support Services • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			

4. **Increased access to technology:** • Continue to provide access to technology for students, teachers, and administrators through media such as: g. **Hardware**: Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs h. **Curriculum and Assessment Software:** i.e. *iReady, ST Math* and iPASS on-line credit recovery and acceleration opportunities (*AVENTA*) i. **Web 2.0 Tools:** educational technology libraries that accompany recently adopted curriculum materials, SBAC Digital Library, wikis, EDMODO, Brokers of Expertise, Cisco, Google App's for Educators (GAFE), etc. j. **Student Information System:** Infinite Campus k. **Student Assessment System** • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise wikis, and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. • District-wide use of student assessment system to access math data • Provide on-going support focused on technology integration within math curriculum • Provide support to school sites to maintain technology infrastructure	**Persons Involved** • Chief Academic Officer • Chief Information Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent of Equity • Director of Child Development • Director of State and Federal Programs • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/Coordinator • Technology Coordinator • Site Administrators • Teachers • Support Staff • Parents	• Hardware • Professional Learning • Software • Technical Support • Salaries • On-line Service Contracts	$354,795	• LCFF • Title I • Title II

	Timeline • Ongoing			
5. Staff development and professional collaboration aligned with standards-based instructional materials: **Professional Learning** Research indicates that professional learning is the linchpin to continuous school improvement. The following supports professional learning and collaboration: ○ K-8 Math Teacher Leader Collaborative – Select teachers building a community of practice that serves as a resource at their respective schools and across the district by engaging in collaborative learning and functioning as demonstration classroom sites ○ School Site Math Leadership Teams – a cadre of teacher leaders engaging in quarterly professional learning sessions focusing on the math CCSS content standards, Standards for Mathematical Practice, and instructional shifts toward developing students' mathematical thinking and build conceptual understanding ○ Lesson Design – intentional instruction designed to teach for understanding using a backward-design approach: standards, instructional strategies, assessment, rigor, and relevance ○ Formative Assessment Process: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices ○ Mathematics training specialists facilitate	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent of Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • Math Project Lead/ Coordinator • Technology Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators	• Presenters • Materials • Facilities • Teacher Per Diem/Stipend • Duplicating • Substitute Teachers	$3,547,951	• LCFF • Title I • Title II • Title III • IDEA

targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support ○ Support Strategies: ○ Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students ○ Implement EL strategies to support content acquisition via integration ○ Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning	• Teachers • Support Staff • Parents **Timeline** • Ongoing			
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): **Involvement Strategies** • Involve parents and community through local and school-site activity: School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Teacher Association (PTA); GATE Advisory Committee, Policy Council, Indian Education Committee • Review math assessment results and provide input on the development of the Single Plan for Student Achievement (SPSA) to improve performance • Provide each parent/guardian with his/her child's individual CAASPP math results with an explanation of how to interpret them • Continue to provide strategies and materials to the sites to support parent understanding of state	**Persons Involved** • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent Equity • Area Assistant Superintendents • Director of Child Development • Director of Multilingual Literacy • Director of Special Education	• Salaries • Duplicating Services • Interpreting & Translating	$354,795	• LCFF • Title I • Title III • Head Start

standards • Conduct parent/teacher conferences at the K-6 level to discuss progress towards mastering the math CCSS • Host Back-To-School nights to inform parents about the math instructional materials • Translate school communication to parents when a school student population exceeds 15% of a given language • Provide communication to parents regarding the math program via *eConnection* school newsletters, family literacy workshops, parent conferences, other district and school correspondence, and through community-based organizations • Conduct home visits using the district adopted home visit procedures • Offer parent workshops via the Parent Leadership Academy	• Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of Parent Engagement • Coordinator of GATE • Math Project Lead/ Coordinator • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **Auxiliary Services** • Conduct orientation meetings for students matriculating from one grade band to the next (Pre-school, K-6, 7-8, 9-12) • Provide parent information packets and activities for transition to kindergarten	**Persons Involved** • Chief Academic Officer • Chief Communications Officer • Assistant Superintendent of Curriculum and Instruction	• Duplicating Services • Salaries • Teacher Per Diem/Stipend • Materials	$886,988	• LCFF • Title I • Head Start

• Provide parent workshops via the Parent Leadership Academy, such as:
  ○ Homework Assistance
  ○ Standards-based Report Cards
  ○ Grade Level Math Content Standards
  ○ State and Local District Assessments
  ○ Parent-Teacher Conferences
 	
• Provide credit recovery and remediation classes for students who have not yet passed the CAHSEE with support for up to two years beyond the graduation date
• Continue to implement the parent-teacher home visit program; orientation sessions for incoming students, school visits, open house nights, and share information via the website
	• Assistant Superintendent Equity
	• Area Assistant Superintendents
	• Director of Child Development
	• Director of Multilingual Literacy
	• Director of Special Education
	• Director of High School ReDesign
	• Director of Integrated Support Services
	• Director of Youth Development
	• Coordinator of Parent Engagement
	• Coordinator of GATE
	• Math Project Lead/ Coordinator
	• Site Administrators
	• Teachers
	• Support Staff
	• Parents
	
	Timeline
	• Ongoing			

8. Monitoring program effectiveness: • Monitor the content (alignment to standards, cognitive demand, and relevance), instructional delivery (alignment of instructional components, organization, and pacing), and learning (differentiation, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional learning through the following strategies: a. Utilize curriculum-embedded assessments to inform instruction and monitor learning related to student mastery of the math CCSS b. Use interim assessment data to monitor learning related to student mastery of math CCSS c. Analyze student work samples to monitor student learning and growth in math d. Utilize CELDT/ELPAC scores to monitor EL' progress toward English language proficiency e. Review student progress towards mastery of IEP goals to monitor learning of SWD f. Use CAASPP data and API results to monitor programs and site and district progress in math • Strengthen program effectiveness through the implementation of the following strategies: a. Utilize observational tools to provide coaching and support b. Provide focused feedback	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of State and Federal Programs • Coordinator of GATE • Math Project Lead/Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Math Training Specialists) • Site Administrators • Teachers • Support Staff	• Purchasing, Duplication, and Printing • Student Assessment System • Professional Learning • Release Time • Teacher Per Diem/Stipend	$354,795	• LCFF • Title I • Title II

	• Parents **Timeline** • Ongoing			
9. Targeting services and programs to lowest-performing student groups: Continue to provide services and programs targeted to lowest performing students through the following strategies: • Provide intensive math interventions, based on diagnostic testing results, CAASPP results, and CELDT/ELPAC results, as needed before, during, and after school • Provide district-level instructional coaching support to identified schools with the lowest performing student groups • Provide summer school for SWD who are not making adequate progress towards meeting their IEP goals • Provide students at the lowest performing schools who are not making adequate progress opportunities for summer school to prevent summer learning loss • Partner with outside organizations to provide tutoring and literacy enrichment for students identified as not making adequate progress towards meeting the math CCSS • Target lowest performing students to attend after school Supplemental Educational Service (SES) programs in math Provide professional learning for afterschool program staff on meeting the needs of low performing students including EL, SWD, and struggling students	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of Integrated Support Services • Director of Youth Development • Director of State and Federal Programs • Coordinator of State and Federal • Coordinator of GATE	• Supplemental Instructional Materials • Professional Learning • Teacher Per Diem/Stipend	$886,988	• LCFF • Title I • Title III • IDEA • After School

	• Math Project Lead/ Coordinator • Coordinator of Instructional Technology • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			
a. Any additional services tied to student academic needs: **Additional Services** a. Allocate a minimum of 50-60 minutes for math instruction daily b. Provide additional time for students functioning below grade level c. Provide support for implementation of math CCSS curriculum to Special Day and Resource Specialist classes d. Use the Linked Learning approach to provide: robust academic course work, authentic work-based learning experiences, and wrap-around supports e. Provide services for GATE identified students in the following manner: f. Grades 2-8: GATE support such as the cluster model, centers, differentiated instruction, and after-school programs for all students who are not served in full day programs g. Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools h. International Baccalaureate (IB) program (Luther	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum and Instruction • Area Assistant Superintendents • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Director of State and Federal Programs • Coordinator of GATE	• Supplemental Instructional Materials • Professional Learning • Teacher Per Diem/Stipend		• LCFF • Title I • IDEA

Burbank High, Kit Carson, and Caleb Greenwood Elementary) i. AP Fee-Reduction Support (all high schools) j. Professional learning for teachers through a Professional Sequence Certificate including: • Differentiation Principles • Question Strategies to Differentiate Instruction • Management Techniques • Activities and Prompts • Diverse Gifted Learners (e.g. LD, EL) • Underachievement in Gifted Youth • Creativity and Problem Solving • The Dual Exceptional Child • Program Design and Administration Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children a. Integrate Social Emotional Learning (SEL) within the math curriculum and instruction b. Implement Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success	• Math Project Lead/ Coordinator • Site Administrators • Teachers • Support Staff • Parents **Timeline** • Ongoing			

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

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; SCUSD implements the following programs and activities to service students identified as English Learners (EL) according to California law: • Structured English Immersion (SEI): K-12 EL students who are designated California English Language Development Test (CELDT) level 1-2 and level 3 with one or more subtests lower than a 3 receive daily instruction in ELD, and access core content subjects through Specially Designed Academic Instruction in English (SDAIE) instruction. ELD instruction is based on the ELD standards and focuses on listening, speaking, reading, and writing. • Mainstream English Program: K-12 EL students who are designated CELDT level 3 with no subtests lower than a 3 and level 4-5 receive daily instruction in ELD. In K-6 this is delivered through an adopted ELD program, while in 7-12 this instruction occurs in mainstream classes through support materials of the core program. • Core content instruction is based on state grade level standards and delivered utilizing SDAIE strategies.	Director, Multilingual Literacy School principals Classroom teachers			LCFF Base (core instruction)

In addition, the district has launched new efforts in professional learning and curriculum development so that the forms of ELD described in the CA ELA/ELD Framework, integrated and designated, are implemented in all classrooms. Most schools are currently using stand-alone ELD programs, e.g. Moving Into English, Avenues, and Visions, which are disconnected from core instruction. In order to improve instruction in ELD and in core subject areas, the use of these programs will be phased out in favor of integrated and designated ELD lessons that build into and from the core curriculum.				
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	Director, Multilingual Literacy	$69, 602 $69, 602		LCFF Title I
• Provide training specialists to coach teacher instruction in ELD and teaching content areas to ELs.	Training Specialists (split funded Title I and III)	$562,234	$634, 726	Title I Title III
• Provide ongoing ELD professional learning opportunities within all district CCSS professional development, as well as exclusively focused ELD opportunities.	Bilingual Teaching Assistants		$102,014	Title III
• Provide bilingual teaching assistants at schools that need support with primary language instruction	Principals and Custodians	$50,000		LCFF supplemental
• Provide English learner summer school.				
• Provided supplemental materials to five dual immersion programs and one early exit bilingual program	Teachers Instructional materials		$49,500	Title III
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:			$10,000	Title III

• meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); **Site Level**: • Monitor student placement (especially in secondary grades), observe classroom instruction to see that ELD is in place and that instructional strategies that promote full engagement with the CCSS for ELs are used. • Support teachers to participate in district professional learning opportunities • Use the student information and assessment systems to provide evidence for student progress in ELD and academic subjects, and for site-based EL program review. • Designate an EL Site representative who ensures that all regular and required activities of the site EL program are implemented and monitored. **District level:** • The Multilingual Literacy Department will provide technical support to schools and departments when they are monitoring program effectiveness and program revision for ELs. • Conduct an annual evaluation of English learner programs and services to determine program effectiveness. • Support sites with developing a comprehensive assessment system, including short, medium and long	Principal EL site coordinator Director, Multilingual Literacy			LCFF base

cycle assessments for ELs. • Ensure that CAASP and CELDT are administered effectively and results distributed to school sites results. d. Describe how the LEA will promote parental and community participation in LEP programs. • Provide interpretation and translation for various onsite and district level parent participation events (e.g., DAC, SSC, DELAC, etc.) • Provide simultaneous translation devices for site and district department use • Encourage attendance and active participation at District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs) by offering childcare and working dinners. • Continue to offer Parent University as well as Parents as Partners workshops to support parents in becoming active in their child's school as well as district activities • Provide professional development to Site EL Representatives on successful parent involvement strategies • Offer parent workshops on topics selected through parent input • Matriculation and Orientation Center (MOC) staff will provide consultation in primary language for our top 6 language groups upon enrollment in SCUSD. This consultation will include: • Purpose of Home Language Survey • District EL services programs • Orientation to academic programs available within the district • Overview of available family services within and	School, Family, and Community Partnerships; Translators Translators for supplemental parent programs School, Family, and Community Partnerships; Translators		$5000	LCFF base Title III LCFF Base

outside the district				
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects • Provide ELD instruction based on the CA CCSS and ELD standards. • Begin revising the SCUSD Master Plan to reflect the changes in instructional practices outlined in the CA ELA/ELD Framework (2014) • Support schools in developing a plan to provide ELD instruction in accordance with the CA ELA/ELD Framework, i.e. designated and integrated ELD that builds into and from core instruction. • Support teachers in assessing students' language needs. • Support teachers in determining the language demands of CCSS lessons in ELA and other core subjects. • Support teachers in designing and teaching ELD lessons that address student language needs and build into and from core instruction through ongoing, job-embedded professional learning • Provide principals with professional learning on the ELA/ELD framework and its vision of ELD instruction to inform their observation of classroom instruction and discussions with teachers.	Director, Multilingual Literacy Training Specialists School leadership teams			

• Provide teachers and principals with tools and resources for instruction, curriculum, assessment and monitoring of EL programs. • Convene a group of stakeholders from secondary schools to determine the most effective, efficient means of implementing ELD standards and instructional practices as outlined in the CA ELA/ELD Framework 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.				

The focus of professional development for 2015-16 school year is the implementation of the CCSS in ELA/Literacy and the CA ELA/ELD framework. • District CCSS trainings in math and ELA (for school leadership teams consisting of 3-4 teachers and principals; Training Specialists); Focused on: • Developing rich collaborative conversations • Identifying language demands within the CCSS using inquiry into genre • Designing lessons for close reading • Creating language lessons based on the demands in core subjects • instructional strategies for teaching ELD, with an emphasis on integrated ELD • i3 grant with WestEd (school wide for two elementary schools; training specialists) • develop, deliver and evaluate professional learning module and coaching designed to support two schools with the implementation of designated and integrated ELD as described in the CA ELA/ELD framework • ELD Trailblazers (teacher teams from 11 schools) • Integrated and designated ELD as outlined in the CA ELA/ELD Framework • Teaching English Learners in Content Areas (for secondary teachers of history-social science, science, math, and other technical subjects) • Content-specific professional learning based on the CCSS Literacy Standards • Collaborative Planning Time (for school sites, on	Director, Multilingual Literacy Training Specialists Director, Multilingual Literacy Training Specialists Principals Teachers Training Specialists	Teacher stipend for additional grant work completed outside the contract day Classroom materials (supplemental)	$42,000 $8390	Title III Title III State Common Core funds

request) • Content mirrors district trainings; Training specialists support school leadership teams to provide professional learning opportunities to teachers who are not participants in any of the aforementioned district professional development • Instructional Coaching (all schools) Training specialists provide instructional coaching to all schools to support the implementation of the district focus on CA ELA/ELD framework • Academic Team Meetings (for all district leaders involved in instruction, e.g. special education, child development, youth development, GATE, ELA and Math leaders, training specialists, high school re-design, BTSA. Meetings will focus on how leaders can support schools in implementation of CCSS in ELA/Literacy and the CA ELA/ELD framework.	Training Specialists			

4. Upgrade program objectives and effective instruction strategies. Yes or No? If yes, describe: Yes Ensure that EL students not only have access to CCSS-based curriculum and instruction but are fully engaged with it, implications for all segments of SCUSD—Prek, K-6 and 7-12				
5. **Provide –** **a. tutorials and academic or vocational education for LEP students; and** **b. intensified instruction.** **Yes or No? If yes, describe:** Yes. The Multilingual Department makes funds available to school sites who apply for tutoring grants to support English learners with tutoring during an extended school days	Director, Multilingual Literacy Teachers and bilingual instructional assistants at various schools		$2500	Title III
6. **Develop and implement programs that are coordinated with other relevant programs and services. Yes or No? If yes, describe:** Yes The Director of Multilingual Literacy Department collaborates with other departments within the Academic Office which includes; • Special Education, • Early Childhood Development • High School Reform • GATE • Curriculum and Instruction • State and Federal Programs The focus for collaboration is the integration of English learner support into all district academic programs building into and from the core curriculum.	Director, Multilingual Literacy Training Specialists			

7. **Improve the English proficiency and academic achievement of LEP children.** **Yes or No? If yes, describe:** No				
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – **o To improve English language skills of LEP children; and** **o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.** **Yes or No? If yes, describe:** No				
9. Improve the instruction of LEP children by providing for – • **The acquisition or development of educational technology or instructional materials** • **Access to, and participation in, electronic networks for materials, training, and communication; and** • **Incorporation of the above resources into curricula and programs.** **Yes or No?** No				
10**. Other activities consistent with Title III.** **Yes or No? If yes, describe:** No				
TOTAL 2015-16 Title III Funding				$854,130

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; 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; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	SCUSD parents are annually informed of the requirements through the following: a. Title III letter, score on initial CELDT test, and DELAC b. Title III letter, CELDT test, CELDT notification c. Title III letter, district handbook, ELACs, and DELAC d. Title III letter, district handbook, and ELACs e. Title III letter, district handbook, DELAC, and ELACs				

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; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. 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; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA	f. Title III letter, district handbook, DELAC, and ELACs g. District IEP form and process h. Parental exception waiver and Title III letter • All notices are provided in the primary language whenever 15% or more parents speak that language. • Notices are provided to parents no later than 30 days after the beginning of the school year. For students that enroll after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the SCUSD EL program.				 LCFF base (all activities)

Note: 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.					
LEA Parent Notification Failure to Make Progress 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.					

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

Summary of Needs and Strengths for Professional Learning

The district's Professional Learning Plan is based on National Staff Development Standards and is aligned to the objectives in the District Strategic Plan. All staff will thrive in an environment focused on learning and continuous improvement. Professional learning opportunities are aligned with best practices that have high impact on student learning.

The goal is for all schools to use formative assessments, utilize observational tools to provide coaching and support, and provide focused feedback to guide their improvement efforts and collaborative data inquiry process as vehicles for continuous improvement. These goals will be met in the following way and are intended to meet the Highly Qualified Teacher (HQT) requirements set forth in the No Child Left Behind Act of 2001:

1. Invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
2. Provide training designed to address the domains of the formative assessments process.
3. Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
4. All teachers and paraprofessionals will be highly qualified.

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

Planned Improvements for Professional Learning:

The district's Professional Learning Plan is based on National Staff Development Standards and is aligned to the objectives in the District strategic plan. The following objectives are specific to Performance Goal 3:

- Planned Improvement in Reading and Mathematics
    1. Invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to critically think, work with others, solve problems, struggle with difficult tasks and enjoy school.
    2. Train principals and teachers to use data inquiry methodology to connect student results to effective instructional practices.
    3. Sacramento City Unified School District participates in the teacher Induction Program and participating teachers are assigned a support provider for two years. Induction inquiries are completed three times over a two year program.
    4. Provide training on common assessments.
    5. Develop professional learning that builds a common understanding of exemplary student academic writing that can be used as a standard to evaluate student work.

- Continue to refine the comprehensive professional learning program for classified employees in support of the achievement of career aspirations.

STRENGTHS	NEEDS
• 97% of all SCUSD teachers have met all HQT requirements set forth in NCLB • 97% of teachers in SCUSD schools receiving Title I funds have met all HQT requirements • 99% of SCUSD K-12 paraprofessionals have met all "highly qualified" NCLB requirements • All new subs (including Pre-K are NCLB compliant). • Individualized plans in progress for the 3% of teachers working toward becoming highly qualified • Teachers becoming highly qualified are reimbursed by the district for Verification Process for Special Settings (VPSS) programs • SCUSD Human Resources and CDE have partnered in order to monitor and support teachers as they become highly qualified • Annually, teachers in the district participate in a variety of district and site sponsored professional development activities. These sessions reflect the spirit of both the *California Standards for the Teaching Profession* and the *K-12 Content Standards*. Many focus on the successful teaching of standards aligned curricula. • Beginning Teacher Support and Assessment (**BTSA)** Induction program provides support and builds capacity of beginning teachers using *the CA Standards for the Teaching Profession* framework.	• 3% of teachers are currently becoming highly qualified • Miss-assignment of teachers of English Learners totals 3 teachers in SCUSD that have been notified of continuing ELL requirements and currently have a plan in place to obtain appropriate certification. • 1% of paraprofessionals are currently becoming highly qualified.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Professional development activities are aligned with the State's academic content standards, State assessments, and the curricula and programs tied to the standards: • Staff development in the content areas focus on strategies for delivering the CCSS standards; • Staff development is planned to support the implementation of standards-aligned instructional materials; • Provide opportunities for teachers to collaboratively analyze ELA and math benchmark results, curriculum embedded assessments results, formative assessments and student work to inform instruction and determine professional development • Train administrators and teachers in the data inquiry process to identify learner-centered problems and problems of practice in order to construct action plans to improve student learning. • Assign ELA and math training specialist to high priority schools to provide targeted, ongoing, job embedded professional development focused on lesson design, content knowledge, research based instructional strategies, multiple assessment practices, and data analysis. • New teacher support programming focuses on the state teaching standards. All professional development is designed to support state standards, and respond to multiple measures of student achievement data. **a.) 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**: The Academic Office and collaborating departments will address professional learning and collaboration of PreK-12 teachers, support staff, and administrators: **ELA:** • CCSS-English Language Arts (ELA): utilize a site-based leadership team to build capacity of teachers and support staff		• Teacher per diem stipends • Training • Materials • Presenters Fees • Facilities • Software Purchase • Instructional Support Team (Subject Area Training Specialists)	$3,547,951 $2,956,626	• LCFF • Title I • Title II • 21st Century • School Safety Consolidated Block Grant • Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated

to implement the standards
• **Instructional Approaches**: support teachers' use of instructional approaches such as Interactive Reading, Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study to increase student ELA achievement
• **Lesson Design**: use a backward design approach focusing on intentional instruction to teach for understanding (standards, instructional strategies assessment, rigor, and relevance)
• **Formative Assessment Process**: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices
• ELA/English Language Development (ELD) and Fine Arts training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support.
• **Support Strategies**:
  • Differentiate Instruction to support students with various learning needs including English Learners (EL), Students with Disabilities (SWD), and other underperforming students
  • Implement EL strategies to support content acquisition via integration
  • Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning
 	
Math:
• **K-8 Math Teacher Leader Collaborative** – Select teachers building a community of practice that serves as a resource at their respective schools and across the district by engaging in collaborative learning and functioning as demonstration classroom sites
• **School Site Math Leadership Teams** – a cadre of teacher				

leaders engaging in quarterly professional learning sessions focusing on the math CCSS content standards, Standards for Mathematical Practice, and instructional shifts toward developing students' mathematical thinking and build conceptual understanding
• **Lesson Design** – intentional instruction designed to teach for understanding using a backward-design approach: standards, instructional strategies, assessment, rigor, and relevance
• **Formative Assessment Process**: focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices
• Mathematics training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support
• **Support Strategies**:
  • Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students
  • Implement EL strategies to support content acquisition via integration
  • Utilize inclusive practices to support SWD in the general education setting through co-teaching, positive behavior supports, and collaborative planning.
  • The District follows the California Standards for the Teaching Profession (CSTP)—The Induction program requires weekly meetings with support providers and other participating teachers				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: a. Regular formative assessments and monitoring student progress will provide students equitable opportunities for completing their education toward graduation. b. Utilize research-based instructional strategies, multiple assessment practices, data analysis and activities for teachers of English Learners and Students with Disabilities will result in providing students with a rigorous standards aligned core education that better prepares them for a career or college. c. The use of interim assessment data to analyze multiple artifacts of student work and achievement data to identify professional learning needs around problems of practice. d. The use of CAASPP data and API results to monitor programs and site and district progress**.** e. Induction participants complete one Inquiry in year one and two Inquiries in year 2	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents	• Teacher per diem stipends • Training materials • Presenters • Facilities	$1,773,975	• LCFF • Title I • Title II • Title III • IDEA Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated

	Timeline • Ongoing			
3. 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: a. All activities are handled through the Academic Office and Curriculum and Instruction Department for screening and approval. This ensures professional learning activities are coordinated, aligned and appropriate. b. Induction activities are handled through the Induction office using the Formative Assessment for California Teachers (FACT)	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents	• Training • Duplicating Materials	$354,795	• Title II

	Timeline • Ongoing			
4. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: a) District and site professional needs will be reviewed to ensure the activities relate to the CCSS needs assessments. b) Teachers will learn collaboration skills leading to the coordination of the teaching, and assessment of key/essential standards in the subject matter areas most needing improvement. c) Teacher collaboration time will focus on reviewing formative assessments and developing a plan of action to re-teach unmet standards. d) Weekly Induction meetings are guided by the CSTP's via two professional learning nights with choice in topics and two collaborative/reflective workshops	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents	• Presenters • Per diem stipends for teachers • Materials • Substitute Teachers • Duplicating Services • Facilities	$354,795	• LCFF • Title II • Title I

	Timeline • Ongoing			
5. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: a) All professional learning offerings are coordinated and facilitated through the Academic Office. Funding is targeted to meet teacher technology needs.	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Site Administrators • Teachers • Support Staff • Parents Timeline • Ongoing	• Teacher per diem stipends • Training materials	$354,795	• Title II (Title II-D no longer available)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How students and teachers will have increased access to technology and how ongoing professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): a. Professional learning sessions assist teaching and learning. Workshops include but are not limited to: summer institutes, weekend and after school sessions. Professional learning offerings in other disciplines are designed to also model and highlight the integration of technology within in all curriculum areas, content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding. b. Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO, etc.) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessments tools, etc. c. Induction weekly meetings using CSTP's and inquiries to guide topics. Two professional learning workshops, two reflective/collaborative workshops and using a technology tool called Taskstream System to provide feedback.	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Coordinator of New Teacher Support (Induction) • Instructional Support Team (Subject Area Training Specialists) • Site Administrators • Teachers • Support Staff • Parents	• Teacher per diem stipends • Training materials • Presenters • Facilities/ • Equipment	$591,330	• Title II (Title II-D no longer available) Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated

	Timeline • Ongoing			
7. 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: a) All staff and school site councils participate in a needs assessment survey. Principals and central office staff routinely solicit input from a variety of stakeholders to continuously evaluate professional learning offerings. b) Induction mid-year survey, end-of-year cluster one survey and ongoing reflection of meetings and workshops.	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Instructional Support Team (Subject Area Training Specialists) • Coordinator of New Teacher Support (Induction) • Site Administrators • Teachers • Support Staff • Parents	• Teacher per diem stipends • Materials • Presenters	$591,325	• LCFF • Title I • Title II

	Timeline • Ongoing			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly Students with Disabilities, students with special learning needs (including students who are gifted and talented,) and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data, assessments, and analysis of student work to improve classroom practices and student learning. a) The District has a clear, concise and multi-faceted plan for professional learning as described above. b) Induction inquiries include focus on pedagogy and universal access for all students; Two professional learning nights may include a focus on EL, SEL, CCSS, FACT curriculum, CSTPS, etc.	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Coordinator of New Teacher Support (Induction) • Instructional Support Team (Subject Area Training Specialists) • Site Administrators • Teachers • Support Staff	• Training • Parent /Community Engagement Activities	$591,320	• Title I • Title II • Title III • LCFF • IDEA

	• Parents **Timeline** • Ongoing			
9. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Funds will be used for the following: **<u>Teachers</u>** • Continue to provide training/course work opportunities for teachers to meet the requirements of a "highly qualified" teacher as defined in NCLB • Support new teachers through Beginning Induction Teacher Support • Focus support on improving the quality of instruction • Increase use of instructional strategies to assist in meeting the differentiated needs of students • Continued follow-up supports through year three for beginning teachers **<u>Paraprofessionals</u>** • Training opportunities that focus on assisting in the instruction of reading/language arts and mathematics	**Persons Involved** • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent Equity • Director of Child Development • Director of Multilingual Literacy • Director of Special Education • Director of High School ReDesign • Coordinator of GATE • ELA Coordinator • Science Coordinator • Coordinator of Instructional Technology • Coordinator of New Teacher Support (Induction) • Instructional Support Team (Subject Area Training Specialists) • Site Administrators • Human Resource Services • Teachers	• Support staff salaries, • Teachers per diem, • Mentor per diem, • Presenter fees, • Training materials, • SARB, • Foster Youth, After School Activities	$473,060	• Title I • Title II • Title III • ASES

	• Support Staff • Parents Timeline • Ongoing			

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

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

STRENGTHS	NEEDS
Social, emotional, mental and physical Health: • The district operates 19 school-based student and family resource centers and a centralize "Connect Center" to provide intensive support to students who are struggling socially, emotionally and/or academically. Services include mental health counseling, psycho-educational groups, parent education, advocacy, classroom interventions, home visits, peer mediation, attendance support, mentoring, participation in SSTs, IEPs, 504s and SARTS. • Support services are offered to students who are lesbian, gay, bisexual, transgender or questioning (LGBTQ). • The district addresses critical policy issues related to ensuring that our schools are safe and affirming for all students, regardless of sexual orientation, gender expression or gender identity. • The District provides assistance to students and families in obtaining	*Social, emotional, mental and physical Health:* • Increase partnerships with community mental health providers to increase capacity to provide mental health services to students at school sites. • Increased training to school staff on issues related to student social, emotional and behavioral health. • Increase partnerships with health plans to improve access to health care and utilization of health care services. • Increase capacity to establish additional school-based health centers at targeted schools. *Safe Schools; Youth and Gang Violence Prevention:* • More safety training to site personnel to build capacity within safe schools training model. • Develop partnership with legal services to provide information, support and

appropriate health insurance and health access. • The District provides an early intervention mental health program to eight elementary schools. • A district-wide mental health crisis response team is in place to respond to crises at schools that impact students and staff. • A comprehensive suicide assessment, training and intervention program is in place to support students at risk of suicide. • Homeless Services Program supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. • Professional learning is offered to teachers, administrators and school staff on a wide range issues related to students' social, emotional and behavioral health. • One operational School-based Health Clinic. *Targeted Prevention and Intervention*: Youth Development Support Services (YDSS) includes: Expanded Learning Time (Before/After School & Summer) Targeted Prevention and Intervention Programs, Youth Engagement and Voice	assistance to families with the need for legal help. • Increased training for parents on emergency procedures • Implementation of anti-bullying strategic plan. • Increase school climate programs to more school sites. *Targeted Prevention and Intervention:* • More safety training to site personnel to build capacity within safe schools training model. • Develop partnership with legal services to provide information, support and assistance to families with the need for legal help. • Increased training for parents on emergency procedures • Implementation of anti-bullying strategic plan. • Increase school climate programs to more school sites. • Create culturally relevant safety response plan • Engage community partners and leaders in school climate, safety and violence work *Youth Engagement and Expanded Learning:* Increase professional development for

and Foster Youth Services • Additional supplemental Expanded Learning activities and programming which target high-risk students and students of color. • Utilizing a framework of Social Justice Youth Development • Strong focus on including the youth voice in district and site level decision making. *Youth Engagement and Expanded Learning*: • Student Leadership Conferences provide cultural awareness, access to career and college pipelines, and training for parents • Summer Matters students learn and develop leadership skills through active participation in service learning/participatory action research projects unique to the needs of individual communities. • Go B'Nanas prevention workshop series targeting 7 – 12 grade students during summer programming. Focus on four main areas: ATOD, Health Relationships, Physical Fitness and Nutrition. • YDSS has the largest grant funded Expanded Learning programs in the region • The YTAC (Youth Tobacco Advisory Council made up youth who participate in programing provided by Expanded Learning supplemental providers to give	teachers and site staff • Increase and improve communication through social media and web regarding district and school site initiatives • Increase communication around available district initiatives and programs. • Increase funding to meet growing needs for Expanded Learning programs. • Additional funding for Targeted Prevention and Intervention support services • Develop and/or create District referral process for Targeted Prevention and Intervention services in the following areas; Pregnant/Parenting Teens, ATOD, Violence and Trauma and Sexual Exploitation of Children and Teens. • Secondary /Trauma informed training for school site administrators and staff *Family and Community Engagement:* • Increase collaborative partnership with parents, family members and community members. • Resource training for family members and community partners • Utilize multiple approaches to address various needs of families. • Increase and strengthen school

feedback and strategies to engage youth in tobacco prevention and education. • Foster Youth Council consists of foster youth student representatives from various school sites providing input and feedback around FYS programming and LCAP goals. • Girls Empowered/Health Relationships provides cross-age peer education to young girls grades 7 – 12 around ATOD, self-esteem, health living and decisions making. *Family and Community Engagement:* • District has multiple means of communication with family and community members, i.e. Connect Ed; e-Connection; and multiple department, program, and site based newsletter. • Monthly Parent Information Exchange (PIE) meetings provide parent advisors, community liaisons, district personnel, and community based organizations with an opportunity to share community resources, District initiatives to strengthen partnerships. • Forty-four Parent Resource Centers at school sites that provide resources, information, and classes to parents and the community • Provide opportunities for family engagement activities through family	leadership development program for parents and guardians.

nights, parenting classes, trainings and school-wide parent meetings.	

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

ACTIVITIES
Student Leadership Conferences: educate 6-12 grade students on higher education opportunities through college and career exploration, to provide cultural awareness and provide training for parents on how to support their child's educational needs and dreams **Summer Matters**: Addressing potential summer learning loss for low income families by providing high quality, free, summer learning programs from high need communities. Programming offers include: SummerQuest – academic and enrichment based program for K-6, Summer at City Hall and Ambassador program. **Summer of Service**: transitioning middle and high school students learn and develop leadership skills through active participation in service projects unique to the needs of individual communities **Challenge Days/Culture and Climate/Prevention and Intervention Programs:** aim to increase feelings of safety and belonging at k-12 school sites by building character and reducing the level of bullying and violence among students **TUPE Prevention Activities**: educate 6^{th}-12^{th} grade students on the dangers of Tobacco through the following programs: Through with Chew Week, Kick Butts Day, World No Tobacco Day, Great American Spit Out, Earth Day, and Red Ribbon Week **Mentoring**: mentoring programs throughout the district focus on gang prevention and intervention; character education; skill building; literacy; and youth voice and action for K-12 students. **Youth Voice and Action:** creates opportunities for authentic youth voice and action through the Student

Advisory Council, Youth Council meetings, quarterly roundtable discussions with the Superintendent and additional opportunities for youth leadership development

Always Knocking: provides violence prevention and gang awareness through educational programming, case management and school assemblies for 4^{th} – 12^{th} grade

Good Behavior Game: classroom behavior management program

Incredible Years: small group and parent components to reduce challenging behaviors in children and increase their social and self-control skills.

Caring School Community: school climate intervention program

Peer Mediation and Conflict Mediation programs

Partnership with Boys and Girls Club: implementation of a gang resistance program for 4^{th}-6^{th} graders

Operation School Bell: school supplies and basic needs

Kaiser Educational Theater: drama-based social/emotional education

Wii Girls and My Dream Academy: Discussion groups, leadership development and case management for at risk girls (grades 6-12)

Hmong Men and Women's Circles: cultural literacy and student support

Attendance Improvement: chronic absence project

Get Schooled and Photo Mania: activities designed to promote school attendance, create improved student engagement and school connectedness.

Positive Behavior Intervention and Supports (PBIS): school wide system for specifying student academic and behavior outcomes and supporting students to achieve them.

Men's & Women's Leadership Academy: Teacher-led leadership development programming, targeting young men and young women (specifically students of color) to provide mentorships, academic interventions and case

management, build SEL skills and increase civic engagement to highest risk students.

Expanded Learning Programs: Daily school and community based programming, offering academic, enrichment, and health and wellness interventions to high risk students during the critical hours of 3-6 P.M. and summer months. Offered across 61 school sites, K-12.

Safe Schools Ambassador Programs: Youth and adult leaders support site based bullying prevention teams, peer conflict resolution and positive school climate.

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

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

STRENGTHS	NEEDS
• The District provides supports to sites in providing alternative disciplinary action other than suspension such as a counseling or restorative program • A Saturday School program is in place at most high schools to address discipline as well as drug and alcohol related issues • Development of Board Policies that specifically prevent bullying and harassment of students. • Intentional programming to increase school climate and culture by building character and reducing the level of bullying and violence among youths. • Evidence based programs that addresses youth and gang violence and provide intervention to highly at-risk youth • A system is in place to identify truancy, and provide early intervention/ ongoing services to students and their families • Strong partnership with law enforcement to discuss campus safety issues • The District has a clear set of emergency procedures	• Integrate ATODV issues into professional by providing drug awareness in service, introducing specific ATODV curricula and providing on-going support to sustain a successful program • On-going staff development on drug and alcohol awareness, signs of risky behaviors, and prevention and intervention strategies • Address specific behaviors more aggressively such as harassment, hazing, hate crimes, and bullying • Increase partnerships with community mental health providers to increase capacity to provide mental health services to students at school sites • Increased training to school staff on issues related to student social, emotional and behavioral health • Develop and/or create District referral process for Targeted Prevention and Intervention services in the following areas; Pregnant/Parenting Teens, ATOD, Violence and Trauma and Sexual Exploitation of Children and Teens. • Secondary Trauma support for staff (i.e. healing circles)

• Ongoing data collection and evaluation including: Alcohol, Tobacco, and other Drug and Violence (ATODV) district surveys, suspension data, outside evaluation and end of the year reports, crime incidents, expulsion, suspension, discipline problems and CHKS surveys. • The District has increased partnerships to assist with the expansion of violence/bullying prevention efforts • After school programs support and enhance school day learning objectives by providing one-to-one and small group tutoring, homework assistance and a variety of enrichment and recreation activities during high risk hours between 3 – 6 p.m.	

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

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

Prevention Program Performance Indicators (4115(a)(1) (B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	**Most Recent Survey date: Primary: Spring 2013 Secondary: Spring 2014** **Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 5 % 7th 12 %	5th 1 % 7th 1 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 3 % 9th 6 % 11th 4 %	7th 1 % 9th 2 % 11th 2 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th 4 % 7th 14 %	5th 1% 7th 2%

The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 10 % 9th 23 % 11th 24 %	7th 2% 9th 2 % 11th 2%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 8 % 9th 22 % 11th 20 %	7th 1% 9th 2% 11th 2%
The percentage of students that feel very safe at school will **increase** biennially by:	5th 48 % 7th 22 % 9th 14 % 11th 19 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 19% 9th 18% 11th 12%	7th 2 % 9th 2 % 11th 2%

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by __2%____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.	_40.56%__%	___2%

Protective Factors Performance Measures from the California Healthy Kids Survey	**Most Recent Survey date: Primary: Spring 2013 Secondary: Spring 2014** **Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th 61 % 7th 32 % 9th 29 % 11th 33 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 61 % 7th 51 % 9th 43 % 11th 45 %	5th 2 % 7th 2% 9th 2 % 11th 2%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 21 % 7th 18 % 9th 12 % 11th 17 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 57 % 7th 46 % 9th 31 % 11th 35 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Not Applicable		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	ATODV	K-8	8,000	8/2014	ON-GOING	IN USE
School Connect	ATODV	9-12	4,000	8/2014	ON-GOING	IN USE
Steps to Respect	ATODV	3-6	4,000	8/2013	ON-GOING	IN USE

Project N-O-T	ATOD	7-12	50		ON-GOING	IN USE
Project Alert	ATOD	6-8	3,500		ON-GOING	IN USE
Project Toward No Drugs	ATOD	9-12	3,500		ON-GOING	IN USE
Minnesota Smoking Prevention Program	T	6-8	2,500	Nov 2014	ON-GOING	IN USE
Healthy Choices/Healthy Relationships	ATDOV	9 -10	100		ON-GOING	IN USE
Caring Schools and Community	V	K-6	1000		ON-GOING	IN USE
The Good Behavior Game	ATODV	K-5	300		March 2011	IN USE
The Incredible Years	ATODV	K-3	125		Sept 2010	IN USE

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Expanded Learning Program	ATODV	K-12
X	Conflict Mediation/Resolution	V	K-12
X	Early Intervention and Counseling	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	7-12
	Environmental Strategies Mentoring	V	K-12

X			
X	Family and Community Collaboration	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
X	Tobacco-Use Cessation	T	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
x	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
x	Other Activities: Project N-O-T (No On Tobacco) Minnesota Smoking Prevention Program	ATODV	7-12

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
180 Degrees	ATODV	7-12	1,000	8/2013	on-going	IN-USE
Safe Schools Ambassadors	ATODV	7-12	500	8/2012	on-going	IN-USE

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.

The District has selected and implemented the following scientifically research based programs: Brief Intervention (BI), Project N-O-T (Not On Tobacco), Minnesota Smoking Prevention Program (MSPP)Caring School Communities, Aggression Replacement Therapy, Functional Family Therapy and Project Alert. Many of these programs were selected over a span of 3-5 years. The selections were made after consulting the Sacramento County Office of Education, teachers and other stakeholders, as well as by attending numerous conferences and workshops. A combination of the CHKS survey, SCUSD student generated surveys, Youth Congress student membership input, and internal data resulting from end of the year reports on students and schools receiving a variety of support services helped to determine the selection of programs and activities for implementation. The data shows:

According to research from the CHKS 2012-2013:

- 12 % of 9th graders reported being drunk or high on school property. This is a significant decrease from the 19% reported in the 2009-2010 CHKS(higher than the to 13% state average, as reported in CSS 2007)

- 22% of SCUSD 7th graders, 32% of 9th graders and 56% of 11th graders reported that they had at least one drink of alcohol in their lifetime (CHKS 2012-2013)

- 8% of 7th graders, 22% of 9th graders, 20% of 11th graders and ~~45%~~ 14% of students from Non-Traditional schools reported using Marijuana in the 30 days prior to taking the survey (CHKS 2012-2013)

- Results from the CHKS also showed that 10% of 7th, 8% of 9th and 6 % 11th grade students reported feeling very safe when they are at school. 9% of 7th , 12% of 9th and 15% of 11th grade students reported carrying a weapon such as knife or a club (not including guns).

- District wide results also indicate that 10% of 7th graders, 8% of 9th graders and 6% of 11th graders currently belong to a gang.

The District has selected the aforementioned curriculum due to the data and the need to provide consistency throughout a students' k-12 experience to ensure similar expectations, content and curriculum, and familiarity among all schools.

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.

- District will continue to administer CHKS student and teacher survey biennially. Will ensure that there is at least 60% participation rate at all grade levels (7^{th}, 9^{th} and 11^{th}) in order to have a solid student sample.
- Resiliency and custom modules will be used due to the focus on youth development.
- CHKS results will be shared with the school site administrators, teachers, Tobacco Advisory Committee (TAC), ~~Youth~~ and all the other stakeholders such as after school program providers, local law enforcement agencies and SROs.
- Results will be published in the district newsletter "eConnect".
- Changes in the performance measures and objectives will be made according to the needs of the district. Suspensions, expulsions and truancy reports will be analyzed to see the district-wide ATODV trends
- Only research based programs and activities will be implemented
- All providers will be required to submit quarterly progress reports and year-end program reports of project activities.
- Students will complete pre/post tests before and after the implementation of curriculum series such as Minnesota Smoking Prevention Program (MSPP).
- Youth Development Support Services Department will work with school board and district administrators in order to implement anti-tobacco, anti-drug and anti-violence policies.
- Strong relationships with community agencies such as La Familia, Inc. and Another Choice Another Chance (ACAC) other neighboring districts and Sacramento County Office of Education will be maintained in order to create a support system for needy students and their families.

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.

Performance measures include student responses to the CHKS and other curricula based pre-post assessments as well as the quality of completed student work/projects. Surveys by parents and students will assess increased awareness of the dangers of smoking and second hand smoke, decline in suspension for smoking and general decline in smoking. The CHKS will be implemented every other year, unless specified in specific grants. The TUPE evaluation will be completed annually. CHKS evaluation results will be shared with parents, administrators, Tobacco Advisory Council (TAC), DAC, DLAC and other parent organizations, Student Advisory Council and Youth Congress members. Information is also distributed via the Districts website.

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])

SCUSD no longer receives SDFSC funding however continues to provide support services to high need students as applicable. The school district defines the highest need students as students who receive free & reduced lunch, are English Language Learners, have emotional or mental health issues, are involved with juvenile justice, have received a discipline citation, and are performing below basic or far below basic.

The following services are provided:

1. Mentors and other supportive adults for high-risk families and truant students
2. Expanded Learning programming that focuses on academic tutoring; mentoring; and opportunities to participate in, creative, enrichment and wellness activities.
3. Youth development initiatives such as the District Youth Council meetings, Student Advisory Council.
4. Targeted intervention programming for Boys and Men of Color (BMOC) as well as Young Women & Girls,
5. School based, grant supported Summer enrichment programming for low income communities
6. Youth Forums and Student Leadership Conferences

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.

Youth Development provides high quality programming and support in order to build capacity around the district, as well as among students families and community partners. The focus is Whole Child, Whole Year. Staff in this department are funded from programs such as TUPE grades 6-12 competitive grant, ASES and 21st Century-Expanded Learning Programs, and other federal juvenile justice grants. These services, along with other federal, state and local prevention efforts are coordinated by the Youth Development office. Youth Development works closely with the Health and Student Supports & Parent Engagement and Training Departments in order to provide a streamline, seamless supports to students and families throughout the district. In addition the Youth Development Department works with the Sacramento County Office of Education, culturally relevant partners and community providers, in order to provide targeted prevention and intervention programs for students in SCUSD.

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.

Regular communication with parents occurs from the beginning of the school year. ATODV information is included in the annual parent rights notification, as is information about parent rights, student expectations, rules and regulations, disciplinary procedures, academic expectations, and school calendars. Each school has a parent newsletter that informs parents of a variety of issues, including: ATODV, bullying and safe schools, and parent involvement. The newsletter may also include results of student and parent surveys, focus groups and/or other data. Other parent engagement activities include: *Open House, Back to School Night*, *PTA/PTO*
activities monthly *PIE* (Parent Information Exchange) meetings, school parent engagement meetings, *Parent University* (academic and higher education focused monthly parent meetings at school sites), *Parents Leadership Pathway Program* (three-tiered training program: ”Emerging; Learning and Leading Parent Partners to train parents about school systems; school academic requirements; effective parent school communication; how to help their children perform better in school and how to prepare and assume leadership roles at the school site), designated Parent Resource Centers at school sites, *Foster Family Night*, and afterschool program parent engagement activities. In addition, SCUSD uses electronic services to keep parents informed, using Connect Ed. (parent phone connection service) to send out information and alerts and the www.scusd.eduweb parent portal page to connect parents to information, resources, calendars and information on various parent/school events. The District continues to inform the community to meet the required elements of the grants and entitlements, through the SCUSD website, community meetings, planning/focus groups, district wide parent meetings such as DAC, DELAC, PTA/PTO and other district parent committees and the development of Public Education Volunteers to serve the Community Planning Process.

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.

Upon identification, minors are referred to Child Development, Infant/Toddler Program where an assessment is made of the minor's needs, including whether the minor uses tobacco or he/she has family members who use tobacco products. The Youth Development Supportive Services Department School Nurse follows up with minors who use tobacco or who are exposed to tobacco by family. SCUSD has facilities established for pregnant and parenting teens. Comprehensive support services are provided on site and collaborative efforts are organized through a variety of community partnerships. Minors are referred to a cessation program established by La Familia, Inc. or Another Choice Another Chance (ACAC).

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 section104420 [b][3])

Position/Title	Full time equivalent
Coordinator II,	.10 FTE
Specialist II	.10 FTE
Youth Services Specialist	.65 FTE
Youth Services Specialist	.35 FTE
Nurse	.35 FTE
Office Technician	.10 FTE

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

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

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Students are enrolled in a comprehensive four-year program leading to high school graduation. Most required academic courses (English, math, science, H/SS, world language, and VPA) are college prep courses thus exposing students to rigorous learning that will be expected in post-secondary education.	All	• Ongoing • High School Principals • Area Asst. Superintendent	• Graduation rate • Course passage rates • Annual credit accumulation	LCFF $5,321,926

	Schools annually review college prep (a-g) offerings to ensure coursework is rigorous, relevant and aligned to post-secondary expectations. Students are encouraged to take college prep course of study to meet the minimum eligibility requirements (a-g) for admission to the University of California (UC) or California State University (CSU.)	All	• Ongoing • High School Principals, • Area Asst. Superintendent	• a-g completion rate • Annual a-g on track rate	LCFF
	Graduate Profile describing/defining career and post-secondary learning readiness has recently been adopted by the Board of Education. Metrics will be developed and the graduation requirements will be modified to ensure career/college readiness graduation.	All	• 2015-2016 School year • Chief Academic Officer • Chief Strategy Officer • Director, High School Redesign	• College/Career ready metrics adopted by Board of Education	LCFF
	To meet the varied needs and career interests of our students, high school options are provided for students. These include: criterion based programs, industry sector Linked Learning pathways,	All	• Ongoing • Deputy Superintendent • Chief	• District enrollment data by site and pathway within each site	LCFF CPA funding CCPT funding

	California Partnership Academies(CPAs,) and Smaller Learning Communities(SLCs.) A communication and marketing plan with recruitment guidelines and timeline helps ensure equitable access and enrollment in each program/pathway. Principals are responsible for ensuring that each CPA, SLC, or Linked Learning pathway enroll/maintain 50% at risk student population.		Academic Officer • Chief Communications Officer • Director Enrollment Office • Director, High School Redesign • Area Asst. Superintendent • High School Principals		
	Students in CPAs, SLCs, and Linked Learning Pathways are provided "wrap around" support within the pathway. Student engagement is generally high as students choose their pathway and are provided integrated academic, career technical education, and work based learning via a SLC(Smaller Learning Community) setting (cohorted master scheduling) with classmates with similar interests.	Student participants	• High School Principals • Area Asst. Superintendent • Lead teachers	• Team meeting notes • Results of student • progress	LCFF CPA funding

	Principals are responsible for ensuring that interventions (Personnel/funds) are pushed into/ become part of the SLC experience.				
	Each school develops site protocols/practices to regularly monitor student progress, including but not limited to faculty, grade level, department, or pathway team meetings to identify school/group wide areas of strength need and make needed adjustments in instruction.	All	• High School Principals • Area Asst. Superintendent	• School meeting calendar • Grade level, team, department, and meeting agendas • Meeting notes	LCFF

	Targeted and "wrap-around" support is identified via team meetings, individual SST, 504, IEP, language review, or SART meetings. Team develops plan to provide needed support.	Students not meeting grade level or course benchmarks	• High School Principals • Area Asst. Superintendent	• SST, IEP, 504 meeting calendar • Meeting notes • Results of student progress	LCFF Title One
	To improve school connection and students engagement/retention students are encouraged to participate in co and extracurricular activities -- for example: high school sports, student run enterprises, service learning, ROTC., and Work-Based Learning	All	• High School Principals • Area Asst. Superintendent • Expanded Learning Personnel • WBL Coordinator		LCFF CCPT Locally generated funding
	Before and After School Programs Programs operate at over 61 sites 3pm – 6pm, students engage in activities that help build healthy relationships, support academic growth and participate in meaningful enrichment. • Academic interventions/assistance minimum 1 hour daily • Tutoring assistance	All students	• Ongoing • Youth Development support Services (YDSS) Director • YDSS Coordinator	• Grant guidelines • Daily Attendance • Program Participation • Student retention	ASES ASSETS 21st Century

	• CAHSEE preparation classes • Culturally relevant enrichment		• YDSS Specialist • Site Administration • Agency Partners		
	American Indian Education Program (AIEP) Academic assistance and building communities where American Indian students can flourish.	Eligible students	• Ongoing • YDSS Coordinator • Youth Services Program Associate	• Program Participation • Attendance • Suspensions • Grades • Graduation Rates	Title VII
	Tobacco Use Prevention Education (TUPE) Tobacco specific activates, special events and interventions and cessation support.	All students	• YDSS Coordinator • Youth Services Specialist • Site Administration	• Grant guidelines • Youth engagement	TUPE

	Men's/ Women's Leadership Academy Helps youth gain and apply leadership skills through restorative justice principles.	Targeted students Grades 7-12	• Weekly classes held on selected school sites • YDSS Specialist • YDSS Program Associates • Site Administration	• Program Participation • Attendance • Suspensions • Grades • Graduation Rates	Grant Funded
	Student Advisory Council Youth led, youth driven, student council representing youth voice at local and state government meetings.	Grades 10-12	• Ongoing • YDSS Specialist • Youth Services Specialist • Site Administration	• Program participation	ASSETS

	Foster Youth Liaison FYS (Foster Youth Services) Coordinator is mandated by state to support all students with AB490, AB167 and AB1933 addressing, facilitating and supporting school placement and enrollment of foster youth.	All qualified students	• Ongoing • Foster Youth Services Coordinator	• Foster Youth Enrollment	FYS Supplemental Title I, NorD
	FYS Case Management and Educational Counseling Services Establish common student practices for grades, attendance and school involvement. Guide students on study habits, career guidance, college major and college enrollment. Attend SST, SST, Re-entry, expulsions and school staffing meetings.	All qualified students	• Ongoing • YDSS Specialist • YDSS Program Associates	• Foster youth enrollment • Program Participation • Attendance • Suspensions • Grades • Graduation Rates	FYS Supplemental Title I, Nor D ILP Contract

	FYS School Placement Services Provide enrollment assistance to all foster youth by collecting and recovering educational documentation, transcript and IEP review, collaboration with educational rights holder, county social worker and attorney to choose a school site that best fits the educational needs of the student.	All qualified students	• Ongoing • YDSS Specialist • YDSS Clerk	• Immediate enrollment	Title 1, NorD ILP Contract
	FYS Transitional Age Youth (TAY) /Emancipation Services Eligible youth 16 years and older participate in the Sacramento County Independent Living Program (ILP) administer by FYS. ILP Classes Qualified students participate in classes each semester, providing the youth positive social interaction with peers and community resources while earning school credits.	All qualified students	• Ongoing • YDSS Specialist • YDSS Program Associates • Site Administration	• Foster youth enrollment • Program Participation • Attendance • Suspensions • Grades • Graduation Rates	Title 1, Nor D ILP Contract FYS Supplemental

	YDSS Targeted Prevention and Intervention group support for SCUSD youth • Best of Me Project • 9/10 Step UP • Junior Retreat • Senior Business • Girls Empowered • Students Together Reducing Exploitation and Trafficking Team (STREAT Team)	Targeted students Grades 7-12	• Ongoing • YDSS Specialists • YDSS Program Associates • Site Administration • Community Partners	• Program Participation • Attendance • Suspensions • Grades • Graduation Rates	TUPE
	FYS College Tours and On Campus Resources Early exposure to college campuses, recognition and information about ways to successfully complete a-g requirements, and connections with ongoing supports into adulthood	Grades 9-12	• Ongoing • YDSS Specialist • YDSS Program Associates	• Credit acclamation • Attendance • Suspension rates • Graduation rate	
5.2 (Dropouts)	Students needing additional support are referred to the SCUSD Hearing and Placement Office for individual family	Students identified by site personnel	• Youth Services Specialists • Site	• Program participation	LCFF $2,660,963

	meetings to identify area of need and provide support via district, county, or community based programs that can provide targeted intensive support and help prevent absence/school drop-outs. Services include case management and access education and needed resources such as support for pregnant minors and teen parents. Additional supports include: 1- AB922, Hickey, Gerber, North Area Community, Boys and Girls Club, El Centro, NCCT. 2- County Probation Officers for juvenile justice re-entry meeting 3- Attendance Coordinator (Incentive Programs, Letters, SART, SARB, PACT) 4- Dropout Prevention Specialist (Home Visits) 5- Always Knocking	Referred Students	Administration • Service Providers		

	Dropout prevention personnel provide on-site educational support, collaboration with school site staff academic to provide/enhance buy in to the school campus and address daily concerns, or at least a staff on site to review weekly students at risk that may require more services or attention based on their attendance, behavior, and grade reports. Increased access to online credit recovery program at every high school site.	Grades 9-12	• Ongoing • YDSS Program Associates • Site Administration	• Graduation rates • Attendance • Grades • Suspension rates • Persistence in program	State/Federal Grant Funds
	Refer students to summer school at SAA or Capitol City to accelerate credit recovery. Refer students to alternative schools to maximize opportunities to earn/recover credits	Eligible targeted students	• Ongoing • Summer School Site Administration • Alternative School principals	• Credit accumulation • Attendance • Return to home school rates • Graduation rates	LCFF
	Sexually Exploited Children & Teens (SECT) Equips individuals and agencies with the tools needed to support commercially sexually exploited children (CSEC). Centralized	Targeted students	• YDSS Targeted Prevention and Intervention Staff	• Program Participation • Referrals	TUPE Grant Funds

	referral process for SCUSD students to provide resources, case management and support for youth and families.				
	Foster Youth/AB167 review within 30 day of enrollment to create an education plan that allows the youth to graduate under state requirements 130 credits to increase graduation rates for eligible foster youth.	Grade 11-12	• Ongoing • YDSS Specialist • YDSS Program Associates • Site Administration • Site School Counselors	• Graduation rates • Attendance	Title I, Nor D FYS Supplemental
	ILP Class Current and former foster youth participate in ILP class each semester, providing the youth with positive social interaction with peers and community resources while earning recover school credits during the after school space.	Grades 10-12	• YDSS Specialist • YDSS Program Associates • Site Administration • After School Program Manager	• Attendance in program • Persistence in program • Building relationships with peers	

	Utilize the Connect Center as a resource to provide students and families with the necessary counseling, health and psychological services	All students	• Connect Center Specialist • Social Worker		
	Utilize the Los Rios Community College School District's Advanced Education program where students can take classes at the community college while concurrently enrolled in high school.	Grades 11-12 (minimum age of 16 years old)			
5.3 (Advanced Placement)	Administer PSAT to all 10th grade students. Results will be used to determine who has "AP/IB Potential". (District pays PSAT fee for all 10th grade students)	Grade 10 Students	• Ongoing • GATE Coordinator • Assessment, Research & Evaluation • High School Administration Teams	• Annual PSAT Reports	$886,988 General Funds-LCFF

	Utilize the Summary of Answers and Skills (SOAS) report to identify specific areas where students are struggling and provide intervention	Grades 9-12 Students	• Ongoing • GATE Coordinator • Secondary Site Administrators • AP School Team • Counselors & Teachers	• School site teams to work collaboratively to identify areas of strength and areas of challenge and plan for adjustments in instruction	General Funds-LCFF
	All students have access to and are encouraged to enroll in Advanced Placement (AP) or International Baccalaureate coursework: not solely based on teacher recommendation	Grades 9-12 Students	• Ongoing • Gate Coordinator • AP School Team • Secondary Site Administrators • Counselors	• Use College Board expectancy tables to set threshold scores for each AP course. Create a database of potential AP students, number of students tested, and enrollment in AP courses.	General Funds-LCFF
	Recruit students historically under-represented in AP or IB courses. Provide ongoing monitoring in AP or IB	Grades 9-12 Students	• 2015-2016 • GATE Coordinator	• Percent of underrepresented students enrolled in AP	General Funds-LCFF

	participation and AP/IB test participation		• AP School Teams • Secondary Site Administrators • Counselors & Teachers	classes will increase	
	Establish common student practices for a personalized online college and career planning kit	Grades 10-12 Students	• Ongoing • GATE Coordinator • AP school site teams • Secondary Site Administrators • Secondary Counselors		General Funds-LCFF
	<u>Training</u> Identify professional development strategies needed to train more pre-AP/IB and AP/IB teachers in core-content knowledge	Grades 9-12 Students	• Ongoing • GATE Coordinator • Secondary Site Administrators • AP school site teams	• College Board report - SOAS	General Funds-LCFF

	Require teachers to attend a summer institute before teaching their first AP course	Grades 9-12 students	• Ongoing • Secondary Site Administrators • GATE Coordinator	• Notification to GATE Department	General Funds-LCFF
	Expand the number of AP/IB teachers who attend AP/IB summer institutes to ensure that students receive AP/IB level instruction and increase their chances to pass the AP/IB exam	Grades 9-12 Students	• Ongoing • Secondary Site Administrators • GATE Coordinator	• College Board Enrollment Receipt	General Funds-LCFF
	<u>Support</u> Establish an AP/IB Leadership Committee by Fall of 2015	Grades 9-12 Students	• 2015-2016 • GATE Coordinator • AP Teachers • Counselors	• AP Leadership Committee Sign-in Sheets	General Funds-LCFF

	Implement a district-wide AP/IB marketing and recruitment campaign by 2015-2016	Grades 9-12 Students	• 2015-2016 • Chief Communication Officer • GATE Coordinator • AP Leadership Committee • AP Teachers • Counselors	• Marketing Material (flyers, electronic communications, etc.) • Enrollment in AP Courses	General Funds-LCFF
	Conduct parent orientation meetings twice per school year to discuss AP/IB opportunities	Grades 9-12 Students	• 2015-2016 • GATE Coordinator • AP Leadership Committee • AP Teachers • Counselors	• Parent Sign-in Sheets with student identifier and home school	General Funds-LCFF

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."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Identified Measure: • Number of children eligible for Free/Reduced Price Lunch programs
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	Title I funds are assigned to the school site based on percentage of pupils that meet criteria, SCUSD funds schools with a 50% or above poverty level.

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide 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 Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who	a) Each site will conduct a needs assessment that takes into account, at minimum, CAASPP , ELPAC, District Interim Assessments, teacher developed assessments, end-of-course exams, GPA, graduation credits, AP participation, CAHSEE, attendance data, and parent and student participation surveys as applies. b) Sites will use strategies based on scientific research that: 1. Ensures all students receive differentiated instruction based on need including English learners 2. Implements the district's adopted core instructional materials 3. Provides extended learning opportunities: length of school day, after school tutoring to increase instructional time for students 4. Targets lowest achieving students 5. Measures effectiveness of practice 6. Provide parent training on topics relevant to supporting their students' academic achievement such as conducting effective parent-teacher conferences, conducting effective homework with your child, monitoring homework and student progress, school structure, parent's rights and how to advocate for your child. c) Staff will meet NCLB "Highly Qualified Teacher" requirements

experience difficulty mastering state standards.	d) Provide continuous professional learning opportunities for teachers, administrators, para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements. e). Institute effective parent engagement strategies which: 1. Is meaningful to parents 2. Supports student achievement 3. Provides information in the primary language of families 4. Uses a combination of communication systems (e.g., Automated calls, website, etc.) 5. provides workshops and events for families (e.g. family literacy nights, community events) f) Coordinate local, state and federal funding to implement a comprehensive school-wide program at each site g) Refer eligible homeless students to the Parker Avenue Resource Center h) Coordinate services with Community Day Schools (e.g. Success Academy) which provide assistance with case management for students in need of behavioral and social support. i) Integrated Support Services at The Connect Center, is a centralized youth and family resource center that serves as a "gateway" to critical support services for students and families in our school district. It offers an innovative solution to addressing the health, wellness and educational needs of SCUSD's children, youth and families. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students.

	Services provided: • Information and referral • Assessment and evaluation • Coordination of individual and family counseling • Youth and parent groups • Training and education • Crisis intervention • Health insurance enrollment Community partners include: Panacea Services, Sacramento County Children's Mental Health, River Oak Center for Children, Legal Services of Northern California, Cover the Kids, and Teachers for Healthy Kids
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	None of the SCUSD schools are Targeted Assistance Schools.

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.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	None of the SCUSD schools are Targeted Assistance Schools.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Referral to Parker Avenue Resource Center for support and assistance in areas included, but not limited to: • Enrollment and attendance • Health/immunizations • Housing • Referrals to community agencies • Tutoring/program support • Transportation
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	Referral and placement at alternative schools are made for students who need support with credit recovery, behavior and social interventions. Alternative schools work in coordination with the Hearing and Placement Office to promote successful re-entry and

	transition support. Referral and placement at Community Day School (e.g. Success Academy) for case management of students who need support with behavior and social interventions. Community Day schools work in coordination with the Hearing and Placement Office to promote successful re-entry and transition support.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	• Provide training and technical assistance to schools in developing the SPSA(Single Plan for Student Achievement) to address the specific issues that caused the school to be in Program Improvement (PI) • Provide a checklist to monitor implementation of the SPSA • Provide targeted, on-going professional learning in ELA and Math with a focus on meeting the needs of EL, SWD, and other low performing students as identified in the SPSA • Confer with SSC and ELAC to review data on student achievement, program effectiveness, and school climate to determine and prioritize needs and allocate categorical funds to support the goals and activities outlined in the SPSA. • Assign ELA and Math Training Specialists to high needs schools to provide targeted, on-going, job-embedded professional learning focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis. Additionally, training specialists align instruction with content standards

	by modeling lessons, observing lesson delivery, and providing constructive feedback and support. The Family and Community Engagement Department (FACE) provides information, training and technical assistance to the District's Program Improvement Schools to assist them to develop capacity for meaningful parent engagement. Among the supports offered by the FACE Department to PI Schools includes: • Assistance on the development of the School Level Parent Involvement Policy. • Workshops offered to schools on topics such as Parent Teacher Conferences, How to Read a Report Card, Common Core Standards and Assessments. • A three-tiered, 30 session workshop series called Parent Leadership Pathway designed to help parents become more effective leaders in their schools and to support their children's education. • The Parent Resource and Center District Parent Resource Center staff facilitates a parent driven design and implementation of on-site parent resource centers. As of 2015, 46 schools have established on-site Parent Resource Centers. The District Parent Resource Center offers technical support, referral information, and workshops and resources to help parents, teachers and community based partners develop more effective school-family partnerships. Monthly collaborative workshops with parents, staff and community based partners called Parent Information Exchange (PIE). • Monthly training for school site outreach staff – Parent

	Resource Center Collaborative. • FACE provides single trainings and presentations on a variety of subjects such as Bullying Prevention and Positive Parenting. • The "Sacramento Goes Back to School" is a first day of school celebration to welcome all families at the start of a new school year. "Sacramento Goes Back to School" coordinates school to decoration with welcoming signs, and information for parents about the ways in which they can actively engage in their children's education. Support to the District Parent Advisory Committees . The FACE Department, in partnership with other departments, provides an annual training to parents on School Site Council requirements and obligations.

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."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Upon a site's identification of Program Improvement the district will: • Send PI notification letters to the parents of eligible students offering the Public School Choice option and providing parents the opportunity to select the school of choice • Post Parent Notification letters on the district website • Coordinate the Public School Choice placements • Coordinate transportation to the school of choice

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	In the event a school site is identified as Program Improvement, Year 2 (and beyond) the district will: • Notify parents through letters, automated phone calls, flyers, and parent fairs, Supplemental Educational Services (SES) program brochure and website • Coordinate parent choice of enrollment and placement into SES by working collaboratively with SES providers and school sites • Identify low achieving students and provide additional learning supports, tutoring, etc. • Provide extended /additional hours for instruction • Engage and train parents on activities that impact academic achievement

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."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Professional learning, mentoring, and coaching support for teachers, administrators and other staff
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education	The district has a Parent Engagement Policy which describes how the school sites and the district support parent engagement. The Family and Community Engagement Office provides oversight to the plans and implementation activities that occur throughout the District.

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.

	Description of how the LEA is meeting or plans to meet this requirement:
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, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	• At the district level, preschool children are assisted in making the transition to elementary school by realignment of the preschool program to integrate more closely with the elementary program thus strengthening the student's preparation for entering into an elementary school program • Teacher recruitment and training, retention policies, and programs are in place to increase the number of high quality, highly qualified teachers in all schools, but especially in all Title I schools • The district continues to implement strategies to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. The following strategies will be incorporated: o Articulation between preschool programs and receiving Kindergarten programs will occur to ensure that all students receive equal access to the curriculum and all parents are informed of the district's transitional options o The stakeholder groups, including the central and school site administrative staff, certificated staff, classified staff, parents, and community at large to receive recommendations on the programs

	○ Statistical analysis of program effectiveness conducted by AR&E based on AYP data with revisions to district and school programs when necessary ○ Alignment of the district's instructional program with the state standards and benchmarks of achievement to ensure that all instructional programs lead students to reach proficiency or above in both reading and mathematics and that all students graduate from high school ○ Provisions of professional learning based on research based best practices are planned and offered to the teachers, paraprofessionals, administrators, and other school staff so they will have necessary skills to provide effective instruction to students with diverse needs

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

- *Appendix A: California's NCLB Performance Goals and Performance Indicators*
- *Appendix B: Links to Data Web sites*
- *Appendix C:Science-Based Programs*
- *Appendix D:Research-based Activities*
- *Appendix E:Promising or Favorable Programs*

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent

required under Federal law governing each program included in the consolidated application/LEA Plan.

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

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4^{th} and 8^{th} grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) Have the lowest proportion of highly qualified teachers;
  (B) Have the largest average class size; or
  (C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be

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

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

TITLE II, PART D

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

have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

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

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA *that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)*hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

    - Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

    - Is enforcing the operation of such technology protection measure during any use of such computers by minors

    - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

SIGNATURE PAGE

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

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

José L. Banda
Print Name of Superintendent

_____ _____
Signature of Superintendent Date

Darrel Woo
Print Name of Board President

_____ _____
Signature of Board President Date

_____
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

_____ _____
Signature of DAIT Lead or Technical Assistance Provider Lead Date
(if applicable)

Vanessa Girard
Print Name of Title III English Learner Coordinator/Director
(if applicable)

_____ _____
Signature of Title III English Learner Coordinator/Director Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/
- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/
- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/
- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/
- California Standardized Test (CST)
  http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp
- DataQuest
  http://data1.cde.ca.gov/dataquest/
- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/
- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/ta/tg/sr/

APPENDIX C

Science-Based Programs

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

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

B: <http://www.colorado.edu/cspv/blueprints/index.html>(University of Colorado: Blueprints)

C: <http://www.modelprograms.samhsa.gov>(Center for Substance Abuse Prevention: Model Programs)

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

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

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	**x**	**x**	**x**		**x**	C,
All Stars™	6 to 8	x	**x**	**x**			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	**x**		**x**			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	**x**			**x**		C,
Child Development Project/Caring School Community	K to 6	**x**		**x**	**x**	**x**	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				**x**		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				**x**		C
Coping Power	5 to 8			**x**	**x**		C
DARE To Be You	Pre-K	**x**		**x**	**x**	**x**	A, C,
Early Risers Skills for Success	K to 6				**x**		C,
East Texas Experiential Learning Center	7	**x**	**x**	**x**	**x**	**x**	C
Friendly PEERsuasion	6 to 8	**x**					C
Good Behavior Game	1 to 6				**x**		B, C
High/Scope Perry Preschool Project	Pre-K				**x**	**x**	B, C, E
I Can Problem Solve	Pre-K				**x**		A, B, D
Incredible Years	K to 3				**x**	**x**	B, C,
Keep A Clear Mind	4 to 6	**x**	**x**				A, C,
Leadership and Resiliency	9 to 12					**x**	C,
Botvin'sLifeSkills™ Training	6 to 8	**x**	**x**	**x**	**x**		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					**x**	D, C, E
Minnesota Smoking Prevention Program	6 to 10		**x**				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

B: <http://www.colorado.edu/cspv/blueprints/index.html>(University of Colorado: Blueprints)

C: <http://www.modelprograms.samhsa.gov>(Center for Substance Abuse Prevention: Model Programs)

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

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

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

Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B