



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

Meeting Date: June 2, 2011

Subject: Local Educational Agency Plan (LEA Plan)

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

Learning Support Unit/Department: Academic Office

Recommendation: Approve submission of 2010-12 Local Educational Agency Plan

Background/Rationale: In order to meet legislative requirements for specific state and federal programs and funding, districts in the State of California are required to submit a Local Educational Agency Plan.

The LEA Plan serves as a vehicle 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

Specific actions and strategies designed to address the following state mandated performance goals are outlined in the plan:

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. 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.

The governing board of each district is required to approve the LEA Plan. The various advisory committees, including the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), and Community Advisory Committee (CAC), as well as school-based administrators have reviewed the plan and provided input.

Financial Considerations: The LEA Plan incorporates resources from several funding sources: General, Title I, II, III, IDEA, After-School, CTE, EIA-LEP, EIA-SCE, Head Start, Small Learning Communities Grant, and Linked Learning.

Documents Attached:

A copy of the plan is available in the Board Office for review.

Estimated Time of Presentation: n/a

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer

Approved by: Jonathan Raymond, Superintendent

(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, 2011**. 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): 2010-2014

Date of Local Governing Board Approval: _____

District Superintendent: JONATHAN P. RAYMOND

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 63 – 71. Signatures are required on page 72.

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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, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified 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>

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (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	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	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		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
X	McKinney-Vento Homeless Education	X	Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	21 st Century Community Learning Centers		Other (describe):
	Other (describe):ASES		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	14,619,791	20,750,274	30,064,555	85%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	407,843	9,322	345,590	85%
Title II Part A, Subpart 2, Improving Teacher Quality	1,254,368	4,298,641	5,368,649	97%
Title II, Part D, Enhancing Education Through Technology	16,052	439,947	440,860	97%
Title III, Limited English Proficient	1,051,947	1,258,848	2,264,579	98%
Title III, Immigrants	23,868	0	22,675	95%
Title IV, Part A, Safe and Drug-free Schools and Communities	3,704	0	3,581	97%
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	1,304,195	0	0
Career Technical Education	0	474,419	458,668	97%
McKinney-Vento Homeless Education	21,960	0	21,231	97%
IDEA, Special Education	3,635,308	10,480,516	13,647,179	97%
21 st Century Community Learning Centers	59,615	1,500,000	1,507,836	97%
TOTAL	\$21,094,456	\$40,516,162	\$54,145,403	95% (Avg.)

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	492,043	5,920,677	5,450,812	85%
EIA – Limited English Proficient	4,345,665	3,947,118	7,048,866	85%
State Migrant Education	0	0	0	0
School and Library Improvement Block Grant	0	0	0	0
Child Development Programs	0	6,695,348	6,473,062	97%
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0
High Priority Schools Grant Program (HPSGP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Tenth Grade Counseling	0	0	0	0
Healthy Start	196,945	0	190,406	97%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
TOTAL	\$5,034,653	\$16,563,143	\$19,163,146	91% (Avg.)

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 Standardized Testing and Reporting (STAR) 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, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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 2010-14: *Putting Children First*

In the spring of 2010, SCUSD adopted a new Strategic Plan to serve 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 unify the district in a collaborative call to action: We cannot maintain the status quo – a small gain here, a small loss there – and meet our potential of becoming a world-class educational organization. In a time of exponential change, incremental action isn't enough.

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 12th largest school district in California and one of the 100 largest in the United States, serving 47,890 students on 79 campuses in the urban core of California's capital. Our schools serve 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 56 elementary schools; nine middle schools; six comprehensive high schools; five small high school sites with specialized programs; and three Alternative Schools Accountability Model (ASAM) 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-nine percent of SCUSD students qualify for a free or reduced-price lunch; at 26 schools, 90% to 100% of students meet this federal poverty threshold, in part because Sacramento's unemployment rate hovers around 12.4% – almost 3% higher than the national average.

The Civil Rights Project at Harvard University, in conjunction with Time magazine, has named Sacramento “America's Most Integrated City,” a place where “everyone's a minority - including whites.” Our student population is 36% Hispanic or Latino; 19% Asian; 18% African American;

and 18% white. About 7% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38% of students do not speak English at home.

SCUSD serves 2,518 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, 65 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 31% and 84% of preschool children are English language learners. Native languages include Spanish, Hmong, Russian 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 whose 5th birthday falls on/before 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 71 students are enrolled in the Early Kinder Program at four early implementation sites.

Adult Education provides lifelong 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 programs areas:

- Parent Education Preschools
- Basic Education/Literacy Tutoring
- Learning Together – online program
- High School Diploma/GED preparation
- English as a Second Language (ESL)
- Citizenship/Naturalization
- Active Older Adults
- Adults with Disabilities
- Career and Technical Programs with High Employment Potential

Collaboration with stakeholders, including parents, community members, staff and students is vital in the development of a meaningful plan. A variety of input was gathered for this plan. Previous- and current-year School Quality Review recommendations were examined. The following positive trends were identified:

- Schools provide a welcoming environment for the whole community
- Schools have strong leadership with a clear understanding of what is going well and areas of growth for their site
- Schools have an effective means to collect and analyze data
- Schools have established policies and routines that provide a safe and secure environment for the students
- Schools facilitate strong teacher collaboration

- Schools utilize multiple avenues to engage families

The following areas of improvement were identified:

- Schools need to refine teaching and learning practices to meet the needs of all students, including English Learner students and Students with Disabilities
- Schools need professional development in differentiated instruction to meet the needs of our diverse student populations and accelerate academic achievement to narrow the achievement gap
- Schools need to have clear learning objectives for students
- Schools need to provide meaningful feedback to target the needs of individual teachers and to develop school wide professional development
- Schools need to use the School Development and Improvement Plan (SDIP) to give each site a clear direction and plan to gauge the impact on achievement

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

- 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
- District uses a variety of strategies to communicate with parents

The following areas of improvement were identified:

- Schools need to have high expectations for all students
- Schools need 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
- District needs to solicit more parent involvement in the development of district and school policies that directly impact parent involvement
- District and schools need to improve their strategies to reach out and communicate with parents regarding the achievement of their child; strategies to seek help for them when there are concerns; and opportunities to participate in many facets of school and District activities.

SCUSD is in its third year of Program Improvement Local Educational Agency (LEA). In 2010, the district met 32 of 50 Adequate Yearly Progress (AYP) criteria, including the participation rate. However, the district did not meet criteria in graduation rate, English language arts, mathematics, socially economic disadvantaged students, English learners and Students with Disabilities. The district met the Academic Performance Index (API) in 2010, an additional indicator for AYP.

The 2010 target for English language arts was 56.8% scoring at Proficient; 50.7% scored Proficient in the district. The 2010 target in math was 58% scoring Proficient; 56.3% scored Proficient in the district. Seventy-three percent of the schools in the district met school-wide API target. Forty-seven percent of the schools met subgroup targets. In high school, 56% showed growth or continued to score at or above Proficient. Thirty-six percent of middle school students and 40% of high school students receiving tutorial showed growth. More students showed growth in math than in English language arts. Overall, 70% showed growth or continued to score at Proficient or higher. Eighty-six percent of non-Title I students showed growth.

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.

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 2010-2011 student ethnic distribution is as follows:

Ethnicity	Percentage
Hispanic	36%
American Indian/Alaskan Native	1%
Asian	19%
Pacific Islander	2%
Filipino	1%
African American	18%
White	18%
Two or more races (multi-race)	5%

The 2010-11 student language distribution is as follows:

Top 10 Languages	Total Number of English Learner and Fluent English Proficient	Percentage
Spanish	8,957	19.62%
Hmong	3,440	7.53%
Cantonese	1,323	2.90%
Vietnamese	697	1.53%
Russian	561	1.23%
Mien (Yao)	542	1.19%
Hindi	312	0.68%
Lao	224	0.49%
Marshallese	177	0.39%
Other non-English languages	143	0.31%

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 schools and additional programs will be added in the fall. Spanish Immersion Programs are at Edward Kemble Elementary School, Cesar Chavez Elementary School and Bowling Green Charter School. Our Transitional Bilingual Spanish Program is at Ethel Phillips Elementary School. The newly established Chinese-Cantonese Immersion Program is actively increasing community interest at the Elder Creek Elementary School. Additionally, a Chinese Mandarin immersion program will be added in the fall at William Land Elementary School, and a Hmong Immersion Program will be 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, which is currently offered in the International Environmental Studies small learning community. Other small learning communities offer IB classes of similar equivalence. Currently IB math classes are offered in various small learning communities to initiate a school wide International Baccalaureate program.
- 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, netbooks, and other hand-held technology.
- The Superintendent's Priority Schools Program was launched in the spring of 2010 to accelerate the rate of student learning at low-performing campuses that have demonstrated the potential for turnaround. These seven schools serve as places of innovation to address persistent under-performance and the achievement gap. The Priority Schools are meant to be learning laboratories, early implementers of district initiatives. The Priority Schools are turnaround schools in the sense that the actions we have taken are meant to put the schools on a trajectory for high performance.

The Priority Schools utilize the following design principles which:

- Set the conditions for success through strategic staffing and facility improvements
 - Focus on rigorous student work
 - Focus on professional learning and collaboration
 - Focus on family and community engagement
 - Focus on organizational transformation
- Data Inquiry is a systematic inquiry methodology for learning from student results, indicating shortcomings in both teaching and learning, and designing and implementing instructional improvements. During common planning time, each school utilizes the data inquiry process to identify learner-centered problems and problems of practice in an effort to improve student learning.
 - School Quality Review is an external, unbiased validation of the school's work and effectiveness. The School Quality Review program is designed to enable and assist:
 - The District in developing a clear picture of the quality of education provided in its schools
 - Schools in understanding their strengths, areas for development plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery and evaluate student learning outcomes.

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; therefore the District has created the position of Chief Family and Community Engagement Officer. This cabinet level position, unique in the State of California, oversees district efforts to engage families and communities to make our schools the hub of their community.

Supports offered by the Office of School, Family and Community Partnerships include:

- Welcoming Schools Certification
- Partnership Schools Program (National Network for Partnership Schools)
- Parents as Partners in Schools (workshop parent training)
- School, Family, & Community Leadership Academy (parent leadership program)
- The Family Academy (district wide program that offers and connects families with a myriad of workshops, classes and learning activities)

- Supports to Parent Advisory Council, School Site Councils, etc.
- District Parent Resource Center (supports 43 school site parent resource centers by providing workshops for parents and referral resources)
- District Parent Engagement Conferences
- Volunteer Office

Local Measures of Student Performance

(Other than State-level assessments)

The Sacramento City Unified School District (SCUSD) has implemented a consistent process for periodically measuring student progress toward achieving the California “student academic achievement standards.” The district uses one of the most powerful tools in driving instruction is a comprehensive benchmark assessment used in a formative manner. The *Curriculum Associates Benchmarks (CAB)* assess all standards of a particular grade given at strategic points throughout the year. Comprehensive benchmarks are important for several reasons. They allow teachers to make informed instructional decisions to improve student achievement, they define essential standards to be taught in an upcoming pacing period and provide the opportunity for teachers to reflect on their own instruction and practice to get better results.

The CAB data with other student performance evidences inform teachers and staff about the student learning progress. Through the data inquiry process at the schools, the teachers and staff plan what instructional adaptations need to be taken to promote further learning. The CAB is administered at least three times a year. The teachers and school staff can obtain performance data reports immediately after the administration of the CAB, scantron is used to generate the immediate results.

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

Planned Improvement in Student Performance in Reading

The district has established the following performance goals in reading as measured by the CST/CMA and CAHSEE assessments for school years, 2010-11 and 2011-12:

Assessment	2010-11	2011-12
CST/CMA	<ul style="list-style-type: none"> • Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 48%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. 	<ul style="list-style-type: none"> • Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.
CAHSEE	<ul style="list-style-type: none"> • Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 49%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. 	<ul style="list-style-type: none"> • Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The Strategic Plan 2010-14: *Putting Children First* outlines clear strategic objectives which form the basis of the work at the central office, sites and classrooms. In the area of Reading/English Language Arts, the following objectives support Performance:

- Develop 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.
- Expand and replicate highest-performing schools and programs.
- 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 development 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.
- Develop training designed to address each area of the School Quality Review process.

- Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
- Develop a measure for a year's growth for every subject and grade level.
- Develop and train teachers on common assessments that inform teaching.
- Develop a common understanding of exemplary student academic writing that can be used as a standard to evaluate student work.
- Train administrators and teachers on developing 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
<p>1. Alignment of instruction with content standards:</p> <p>English Language Arts Instructional Guides (Pacing Guides, Standards Maps, and Courses of Study)</p> <ul style="list-style-type: none"> Utilize state–adopted ELA curriculum resources Refine ELA standards maps, pacing guides, and courses of study Create standards-based instructional action plans <p>District Benchmark Assessments in Reading Language Arts</p> <ul style="list-style-type: none"> Continue implementation of formative standards-based and aligned district ELA Benchmark Assessments. Administration is mandated three times per year for all students in grade 1-8, with an optional fourth administration Pilot formative standards-based and aligned district ELA Benchmark Assessments in grades 9-12 Continue administration of curriculum embedded assessments <p>Professional Development</p> <ul style="list-style-type: none"> Provide opportunities for teachers to collaboratively analyze ELA benchmark assessments results, curriculum embedded assessment results, and student work to inform instruction and determine professional development topics Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer, Assistant Superintendent of Curriculum and Instruction, Area Assistant Superintendents; Director of Child Development, Director of Multilingual Literacy Director of Special Education; Director, Secondary Initiatives Coordinator of GATE Coordinator of Equity Access and Excellence Instructional Support Team (Training Specialist), Site administrators, teachers and parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> ELA Training Specialist Textbook replacement cost Report Card printing and distribution cost Benchmark Exams Duplication Costs 	<p>\$5,824,589</p>	<ul style="list-style-type: none"> General Funds - IMF Title I Title III

Instructional Support Team <ul style="list-style-type: none"> Assign English Language Arts (ELA) Training Specialists to high priority schools to provide targeted, on-going, job-embedded professional development focused on lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis Ensure alignment of instruction with content standards by modeling lessons, observing lesson delivery, and providing constructive feedback and support 				
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. <ul style="list-style-type: none"> Creative Curriculum Publishing, <i>Creative Curriculum</i>, SRA McGraw Hill, <i>Open Court Reading</i> © 2002 (Grades PreK-6) Holt, <i>Literature and Language Arts</i>, 2003 (Grades 7-8) <i>Holt Literature and Language</i>, 2003 (Grades 9-12) English Language Development Instructional Materials <ul style="list-style-type: none"> ELD: Moving Into English 2004 (Grades K-3) Hampton Brown, <i>Avenues</i> (Grades 4-6) Hampton Brown, <i>High Point</i> , (Grades 7-8) Heinle & Heinle, <i>Visions</i>, 2003 Grades 9-12) Standards Aligned Supplemental Materials <ul style="list-style-type: none"> Continue to enable teachers to provide students with a balanced instructional curriculum focusing on conceptual understanding, increased independence, and metacognition Research-Based Instructional Strategies <ul style="list-style-type: none"> Utilize research-based instructional strategies to ensure that all students including ELL and SWD have 	Persons Involved <ul style="list-style-type: none"> Chief Academic Officer, Assistant Superintendent of Curriculum and Instruction, ; Director of Child Development, Director of Multilingual Literacy Director, Secondary Initiatives Director of Special Education Coordinator of GATE Coordinator of Equity Access and Excellence Coordinator Instructional Technology Instructional Support Team (Training Specialist), Site administrators, 	<ul style="list-style-type: none"> Instructional Materials Duplication costs 	\$5,824,589	<ul style="list-style-type: none"> General Funds Title I IMF IDEA

<p>access to a rigorous standards aligned core instructional program. These include:</p> <ol style="list-style-type: none"> Use of research-based SDAIE strategies Literacy instruction focused on the five foundational literacy skills (phonemic awareness, phonics, comprehension, vocabulary, and fluency) Process approaches to writing instruction Small group instruction (guided reading) Culturally and Linguistically Responsive Teaching Higher order thinking (revised Bloom's Taxonomy) Differentiated instruction Summarizing and note-taking Inclusive practices Student work protocols Checking for understanding strategies Direct and explicit strategy instruction including teacher modeling and opportunities for guided and independent practice Technology Integration Discussion and oral interaction protocols Academic vocabulary 	<p>teachers and parents</p> <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL's and SWD, opportunities for extended learning such as: <ol style="list-style-type: none"> After school classes Saturday classes Summer School Supplemental Educational Services (SES) Support schools that offer interventions before school, after school, on Saturdays, and during the instructional day via a reading elective period 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 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer, Chief Accountability Officer, Chief of Family and Community Engagement, Assistant Superintendent of Curriculum and Instruction, Area Assistant Superintendents; Director of Child Development, 	<ul style="list-style-type: none"> Extended day operating costs, Staff salaries, Materials, Facilities 	<p>\$1,456.147</p>	<ul style="list-style-type: none"> State Funded School-Aged Children's Center Title I IDEA EIA-LEP EIA-SCE After School Career Technical Education

	<ul style="list-style-type: none"> • Director of Multilingual Literacy • Director Special Education; • Director of Integrated Support Services • Director of Youth Development and Support Services, • Coordinator, State and Federal Programs • Coordinator, Equity, Access, and Excellence • Coordinator of Instructional Technology • Site administrators, teachers and parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Continue to provide access to technology for students, teachers, and administrators through media such as: <ul style="list-style-type: none"> 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. ORCHARD, Cornerstone, and/or Wireless Generation, On-line credit recovery and acceleration opportunities (i.e. AVENTA) c. Media: Educational video data-bases (i.e. Learn 360, Discovery Streaming), technology libraries 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer, • Chief Accountability Officer • Assistant Superintendent of Curriculum and Instruction, ; • Assistant Superintendent of Information and Education 	<ul style="list-style-type: none"> • Hardware, • Training, Software and technical support • Salaries • On-line service contracts 	\$582,459	<ul style="list-style-type: none"> • General Funds - IMF • Title I, • Title II • EIA-LEP • EIA-SCE • Career Technical Education

<p>that accompany recently adopted curriculum materials</p> <p>d. Student Information Systems: Zangle grade book, calendars (secondary), and emails, Data Director</p> <ul style="list-style-type: none"> • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise 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 Data Director, web-based data warehouse, to access ELA data • Provide on-going support focused on technology integration within ELA curriculum • Provide support to school sites to maintain technology infrastructure 	<p>Technology</p> <ul style="list-style-type: none"> • Director of Secondary Initiatives • Director of Multilingual Literacy • Director Special Education; • Coordinator of Instructional Technology • Coordinator, Equity, Access, and Excellence • Coordinator, GATE • Instructional Support Team (Training Specialist), • Site administrators, teachers and parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Address professional learning and collaboration of PreK-12 ELA teachers and administrators through:</p> <ul style="list-style-type: none"> • Balanced Literacy: to support teacher effective use of literacy structures such as Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study to increase student ELA achievement (i.e. Teachers College Reading/Writing Project, Fountas and Pinnel Balanced Literacy Framework, Four Blocks Literacy, Foundation for Comprehensive Early 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer, • Chief Accountability Officer • Assistant Superintendent of Curriculum and Instruction, • Director of Child Development, • Director of Multilingual Literacy • Director of Special 	<ul style="list-style-type: none"> • Presenters, • Materials, • Facilities, • Advertising and registration • Teacher per diems/stipend • Duplicating • Substitute Teachers • Instructional Support (Training Specialist ELA) 	<p>\$3,494,753</p>	<ul style="list-style-type: none"> • Title I • Title II • Title III • GATE • IDEA • EIA-LEP • EIA-SCE • General Funds

<p>Literacy CEL/ExLL, etc.)</p> <ul style="list-style-type: none"> • Adolescent Literacy (grades 7-12): focused on strategies to foster and increase student skills in reading and writing within the content areas (West Ed-Strategic Literacy/Reading Apprenticeship, Foundation for Comprehensive Early Literacy, CEL/ExLL, etc.) • Reading Comprehension strategies to support students' skills in making meaning of a range of fiction and non-fiction texts found within the core instructional program <p>Process Approaches to Writing Instruction focused on building students' skills in writing for varied purposes and audiences in a variety of genres. Writing professional development will foster a common language of practice and understanding of what is meant by exemplary academic writing PreK-12. (i.e. UC Davis Area 3 Writing Project, Be a Writer, Genre Study, etc.)</p> <ul style="list-style-type: none"> • Lesson Design focused on intentional instruction designed to teach for understanding: standards, instructional strategies assessment, rigor, and relevance • Culturally Linguistically Responsive Teaching focused on the use of culturally responsive engagement strategies, classroom management practices, reading strategies, and the use of culturally responsive literature (i.e. Center for Culturally and Linguistically Responsive Teaching) • ELL strategies focused on the four domains of reading, writing, speaking, and listening to facilitate English language acquisition for EL's • ELD focused on the use of SDAIE instructional strategies to support student acquisition of academic language and content knowledge and skills • Inclusive Practices focused on instructional strategies to support SWD's in the general education setting through co-teaching, positive behavior supports, and collaborative planning • Differentiated Instruction strategies to support 	<p>Education;</p> <ul style="list-style-type: none"> • Director, Secondary Initiatives • Coordinator of GATE • Coordinator of Equity Access and Excellence • Coordinator of Instructional Technology • Instructional Support Team (Training Specialist), • Site administrators, <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>students with various learning needs including EL's, SWD's and other underperforming students</p> <ul style="list-style-type: none"> • Literacy Assessment Strategies (Diagnostic, Benchmark and Progress Monitoring) and Intervention focused on providing teachers with a clear picture of students literacy needs to inform instructional decision making • Instructional Rounds focused on strategies for continuous cycle of instructional improvement at the district/network level through targeted observation and critical feedback using structured protocols that focus on student learning, facilitated reflection, and collaboration • Data Inquiry focused on engaging teachers and administrators in cycles of inquiry through protocols that focus on student learning and through facilitated reflection, collaboration, and analysis of data and student work to build common language and understanding of effective reading and writing practices • Common Core Standards (CCS) Adoption in ELA will focus on deepening teacher and administrators' knowledge of the CCS as well as their understanding and use of research based instructional strategies that foster student mastery of the ELA CCS • ELA Training Specialists will provide on-going site support for content specific professional learning that supports diverse learners, including EL's, SWD's and other underperforming students 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Involvement Strategies</p> <ul style="list-style-type: none"> • Involve parents and community through local and school-site activity (School Site Councils (SSC), English Learner Advisory Committees (ELAC), District Advisory 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer, • Chief Accountability Officer, • Chief of Family and Community Engagement, • Chief of 	<ul style="list-style-type: none"> • Salaries • Printing and Duplicating • Interpreting and Translation • Distribution costs of assessment information 	<p>\$582,459</p>	<ul style="list-style-type: none"> • Title I • EIA-LEP • EIA-SCE • Head Start

<p>Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Advisory Council, Policy Council, Indian Education Committee</p> <ul style="list-style-type: none"> • Review reading/ELA assessment results and provide input on the development of the School Development and Improvement Plan (SDIP) to improve performance • Provide each parent/guardian with his/her child's individual STAR assessment 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 a minimum of two parent/teacher conferences will be offered at the K-6 level to discuss progress towards mastering the California Language Arts Standards • Host parent conferences to review students' individual learning plans and discuss language arts proficiency (high school, Small Learning Community teams) • Conduct additional parent conferences as needed or requested • Host Back-To-School nights to teach parents about the core reading/ELA program and instructional materials • Translate school communication to parents when a school student population exceeds 15% of a given language • Provide communication to parents regarding the reading program via <i>eConnection</i> 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 Academy 	<p>Communications</p> <ul style="list-style-type: none"> • Assistant Superintendent of Curriculum and Instruction, • Area Assistant Superintendents; • Director of Child Development, • Director of Multilingual Literacy • Director Special Education; • Director of Integrated Support Services • Director Secondary Initiatives • Director of Youth Development and Support Services, • Director, parent Engagement • Coordinator, State and Federal Programs • Coordinator, GATE • Site administrators, • Teachers • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Pre-school/Kindergarten transition will be supported by:</p> <ul style="list-style-type: none"> • 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 • Night School: 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 • Parent Teacher Home Visits 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer, • Chief Accountability Officer, • Chief of Family and Community Engagement, • Chief of Communications • Assistant Superintendent of Curriculum and Instruction, • Area Assistant Superintendents; • Director of Child Development, • Director of Multilingual Literacy • Director Special Education; • Director Secondary Initiatives • Director of Integrated Support Services • Director of Youth Development and Support Services, • Director, parent Engagement • Coordinator, GATE • Coordinator, Equity Access, Excellence • Site administrators, • Teachers • Parents 	<ul style="list-style-type: none"> • Duplicating Services • Materials • Teacher per diem/stipends • Salaries 	<p>\$1,456,147</p>	<ul style="list-style-type: none"> • General Funds • Title I • EIA-LEP • EIA-SCE • Head Start
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	Timeline <ul style="list-style-type: none"> Ongoing 			
8. Monitoring program effectiveness: <ul style="list-style-type: none"> Monitor the content (alignment to standards, cognitive demand, accuracy, diversity, and relevance), presentation (alignment of instructional components, organization, readability, and pacing), and learning (differentiation, strategies, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional development through the following strategies: <ol style="list-style-type: none"> Use state test data and API results to monitor programs and site and district progress in the area of reading and language arts Utilize curriculum embedded assessments to inform instruction and monitor learning related to student mastery of language arts standards Use quarterly benchmark assessment data to monitor learning related to student mastery of language arts standards Analyze student work samples to monitor student learning and growth in reading/ELA Utilize CELDT scores to monitor EL's progress toward English language proficiency Review student progress towards mastery of IEP goals to monitor learning of SWD's Strengthen the monitoring of program effectiveness through the following strategies: <ol style="list-style-type: none"> Utilizing an articulated walk-through process for informal observations Conducting formal observations Providing focused feedback Training principals in an Instructional Rounds process and implementing Instructional Rounds district-wide 	Persons Involved <ul style="list-style-type: none"> Chief Academic Officer, Chief Accountability Officer, Assistant Superintendent of Curriculum and Instruction, Area Assistant Superintendents; Directors of Child Development, Director Multilingual Literacy and Director, Special Education, Director, Secondary Initiatives Director ,Integrated Support Services Coordinator, GATE Coordinator, Equity Access, Excellence Coordinator, State and Federal Programs; Site administrators, Teachers Parents Timeline <ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Purchasing, duplication and printing distribution Costs of assessment materials. Professional development costs Release time Teacher Stipends 	\$582,459	<ul style="list-style-type: none"> General Funds IMF Title I Title II EIA-SCE

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Continue to provide services and programs targeted to lowest performing students through the following strategies:</p> <ul style="list-style-type: none"> • Provide intensive reading/ELA intervention programs based on diagnostic testing, STAR testing, and CELDT results to students as needed during and after school • Provide district- level, one-on-one classroom instructional coaching support, to identified schools with the lowest performing student groups • Provide summer school intervention for SWD's 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 reading enrichment for students identified as not making adequate progress towards meeting the reading/ELA standards • Target lowest performing students to attend after school supplemental educational service programs in reading/ELA • Provide professional development for afterschool program staff on meeting the needs of low performing students including EL's, SWD's, and struggling students 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer, • Chief Accountability Officer, • Chief of Family and Community Engagement, • Assistant Superintendent of Curriculum and Instruction, • Area Assistant Superintendents; • Director of Secondary Initiatives • Director, Child Development, • Director of Multilingual Literacy • Director Special Education; • Director of Integrated Support Services • Director of Youth Development and Support Services, • Coordinator, State and Federal Programs • Coordinator, Equity, Access, and Excellence • Site administrators, teachers and parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Supplemental material cost • Professional development costs • Salaries • Teacher stipends and per diems 	<p>\$7,280,736</p>	<ul style="list-style-type: none"> • Title I • IDEA • EIA-LEP • EIA- SCE • After School
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Elementary Curriculum and Special Education provide support for implementation of core reading curriculum to Special Day and Resource Specialist classes The Gifted and Talented Program provides services for identified students in the following: <ul style="list-style-type: none"> Grades 2 – 8: Gifted and Talented Education (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. Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools International Baccalaureate (IB) program (Luther Burbank High School only) AP Fee Reduction Support (all high schools) The GATE Office will provide professional development for teachers through a Professional Sequence Certificate including: <ul style="list-style-type: none"> Differentiation Diverse Gifted learners (e.g. LD, EL) Program Design and Administration Social/Emotional needs The GATE Office supports dual identified (Special Needs and Gifted) students with the services of a retired psychologist specializing in diagnosis of learning handicaps, anger, behavior, depression and other anomalies that affect gifted children 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 Culturally Proficient Leadership-focused on the strengthening site and district leadership capacity to support instruction in general, with an emphasis on meeting the needs of -historically underserved students 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer, Chief Accountability Officer, Assistant Superintendent of Curriculum and Instruction, Area Assistant Superintendents; Director of Child Development, Director of Multilingual Literacy Director Special Education; Coordinator, Equity, Access, and Excellence Coordinator, GATE Site administrators, Teachers Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Supplemental materials Professional development costs GATE program services Stipends/Per Diem 	<p>\$2,038,606</p>	<ul style="list-style-type: none"> Title I IDEA EIA-LEP EIA- SCE
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

Planned Improvement in Student Performance in Mathematics

The district has established the following performance goals in mathematics as measured by the CST/CMA and CAHSEE assessments for school years, 2010-11 and 2011-12:

Assessment	2010-11	2011-12
CST/CMA	<ul style="list-style-type: none"> • Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 46%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. 	<ul style="list-style-type: none"> • Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.
CAHSEE	<ul style="list-style-type: none"> • Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 54%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. 	<ul style="list-style-type: none"> • Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The Strategic Plan 2010-14: *Putting Children First* 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 Goal 1:

- Develop instruction and curriculum in mathematics that captures student interest and motivates and challenges each child – regardless of ability level – to higher achievement.
- Expand and replicate highest-performing schools and programs.
- 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 development 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.

- Develop training designed to address each area of the School Quality Review process.
- Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
- Develop a measure for a year's growth for every subject and grade level.
- Develop and training teachers on common assessments that inform teaching.
- Develop a common understanding of exemplary student academic writing that can be used as a standard to evaluate student work.
- Train administrators and teachers on developing 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
<p>1. Alignment of instruction with content standards:</p> <p>Mathematics Instructional Guide (Pacing Guides, Standards Maps, and Courses of Study)</p> <ul style="list-style-type: none"> • Utilize state-adopted mathematics curriculum resources • Refine mathematics standards maps, pacing guides and courses of study • Create standards-based instructional action plans <p>District Benchmark Assessments</p> <ul style="list-style-type: none"> • Continue implementation of formative, standards-based and aligned district math benchmark assessments. Administration is mandated three times per year for all students in grades 1-8, with an optional fourth administration • Pilot formative, standards-based and aligned district math benchmark assessments for Algebra and Geometry • Continue administration of math curriculum embedded assessments <p>Professional Development</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to collaboratively analyze math benchmark results, curriculum 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Math Training Specialists) • Administrators 	<ul style="list-style-type: none"> • Textbook Replacement Cost • Instructional Support Team (Math Training Specialists) • Duplication Services 	\$7,488,757	<ul style="list-style-type: none"> • General Funds – IMF • Title I • Title III

<p>embedded assessment results, and student work to inform instruction</p> <ul style="list-style-type: none"> • Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning <p>Instructional Support Team</p> <ul style="list-style-type: none"> • Assign math training specialists to high need 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 to inform instruction • Ensure alignment of instruction with content standards by modeling lessons, observing lesson delivery, and providing constructive feedback and support 	<ul style="list-style-type: none"> • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Standards-based Mathematics Curriculum Resources</p> <ul style="list-style-type: none"> • Adopt a standards-based curriculum in mathematics for grades Preschool -12: <ul style="list-style-type: none"> ▪ Preschool <ul style="list-style-type: none"> ○ Berkley Math Project, UC Berkley ○ Big Book Math – Abrams Learning Trends ▪ Gr. K-6 <ul style="list-style-type: none"> ○ Mathematics Concepts, Skills, and Problem Solving – Macmillan McGraw Hill CA Mathematics © 2009 ▪ Gr. 7-8 <ul style="list-style-type: none"> ○ Pre-Algebra ○ Algebra ○ Geometry Macmillan McGraw Hill CA Mathematics, 2009 ▪ Gr. 9-12 <ul style="list-style-type: none"> ○ Algebra 1, Prentice Hall, 2009 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of 	<ul style="list-style-type: none"> • Instructional Materials • Duplication Services 	<p>\$6,240,631</p>	<ul style="list-style-type: none"> • General Funds – IMF • Title I • IDEA

<ul style="list-style-type: none"> ○ Geometry: Measuring Reasoning McDougal Littell, 2004 ○ Algebra and Trigonometry, Structure and Method, Bk 2, McDougal Littell, 2000 ○ Algebra 2, McDougal Littell, 2001 ○ Algebra 2 (California Edition) Pearson Prentice Hall, 2004 ○ PreCalculus with Unit Circle Trigonometry, 4th Ed., Thomson Brooks/Cole, 2006 ○ Algebra and Trigonometry with Analytic Geometry, 9th Ed. Brooks Cole, 1997 ○ Calculus: Graphical, Numerical, Algebraic, 3rd Ed. (AP Edition), Pearson Prentice Hall, 2007 ○ Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole, 2010 <p>Standards-aligned Supplemental Materials</p> <ul style="list-style-type: none"> ● Continue to enable teachers to provide students with a balanced instructional curriculum focusing on conceptual understanding and problem solving <p>Research-based Instructional Strategies</p> <ul style="list-style-type: none"> ● Utilize research-based instructional strategies to ensure that ELs, SWDs, and low-performing students have access to a rigorous instructional program that prepares them to meet state standards at proficient or advanced levels, including: <ul style="list-style-type: none"> ○ Specially Designed Academic Instruction in English (SDAIE) ○ Culturally and Linguistically Responsive Teaching (CLRT) ○ Cooperative Learning ○ Graphic Organizers ○ Manipulatives ○ Differentiated Instruction ○ Higher-order Thinking Skills (Revised Bloom's Taxonomy) ○ Checking for Understanding 	<p>Equity, Access & Excellence</p> <ul style="list-style-type: none"> ● GATE Coordinator ● Instructional Support Team (Math Training Specialists) ● Administrators ● Teachers <p>Timeline</p> <ul style="list-style-type: none"> ● Ongoing 			
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<ul style="list-style-type: none"> ○ Technology Integration ○ Academic Vocabulary ○ Teaching/Learning Conversation Protocols ○ Student-work Protocols 				
<p>3. Extended learning time:</p> <p>Interventions</p> <ul style="list-style-type: none"> • Offer all students who are not making adequate progress based on achievement of grade level content standards, including ELs and SWDs opportunities for extended learning such as: <ul style="list-style-type: none"> ○ After-school classes ○ Saturday school ○ Summer school ○ Double-block math periods ○ Additional intervention time, during the day ○ California High School Exit Exam (CAHSEE) Remediation classes ○ Supplemental Educational Services (SES) • Identify appropriate standards-based curricular materials, including, but not limited to those from the state-adopted intervention materials plus online, technology resources • Support schools that offer interventions before school, after school, on Saturdays and during the instructional day 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Chief Family & Engagement Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of State and Federal Programs • Coordinator of Equity, Access & Excellence • GATE 	<ul style="list-style-type: none"> • Extended Learning Programs • Summer School Materials • Salaries 	\$2,246,627	<ul style="list-style-type: none"> • Title I • IDEA • After-School • EIA-LEP • EIA-SCE • State Funded School-Aged Children's Centers

	<ul style="list-style-type: none"> Coordinator • Director of Youth Development and Support Services • Director of Integrated Support Services • Administrators • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Continue to provide access to technology for students, teachers, and administrators through media such as: <ul style="list-style-type: none"> ○ Hardware: Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs ○ Curriculum and Assessment Software: i.e. ORCHARD, Cornerstone, and/or Wireless Generation, On-line credit recovery and acceleration opportunities (i.e. AVENTA) ○ Media: Educational video data-bases (i.e. Learn 360, Discovery Streaming), technology libraries that accompany recently adopted curriculum materials ○ Student Information Systems: Zangle grade book, calendars (secondary), and emails, Data Director • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Assistant Superintendent of Curriculum & Instruction • Assistant Superintendent of Information and Education Technology • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special 	<ul style="list-style-type: none"> • Hardware • Software • Training • Technical Support • Salaries 	\$499,250	<ul style="list-style-type: none"> • General Funds • Title I • Title II • EIA-LEP • EIA-SCE

<p>examples of lesson design, assessment tools, etc.</p> <ul style="list-style-type: none"> • District-wide use of Data Director, web-based data warehouse, to access ELA data • Provide on-going support focused on technology integration within ELA curriculum • Provide support to school sites to maintain technology infrastructure 	<p>Education</p> <ul style="list-style-type: none"> • Coordinator of Instructional Technology • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Math Training Specialists) • Administrators • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Research indicates that professional development is the linchpin to continuous school improvement. The following supports professional development and collaboration: <ul style="list-style-type: none"> ○ The Standards for Mathematical Practice with an emphasis on problem solving, reasoning, arguments, modeling, and use of appropriate tools to develop of students' mathematical thinking and build conceptual understanding ○ Mathematics as a Second Language – build a solid conceptual understanding of the operations of numbers, as interrelationships among numbers, algebra, and geometry at the K-6 level ○ Pre-Algebra – a hands-on, problem-based approach to pre-algebra designed to build 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Child Development • Director of Multilingual Literacy • Coordinator of Equity, Access & Excellence • GATE Coordinator 	<ul style="list-style-type: none"> • Materials • Teacher Stipend • Substitute Cost • Presenters • Instructional Support Team (Math Training Specialists) 	<p>\$4,992,505</p>	<ul style="list-style-type: none"> • General Funds • EIA-SCE • Title I • Title II • Title III • GATE

<p>relevance, enhance problem solving and communication skills</p> <ul style="list-style-type: none"> ○ Algebra Support – Drop-in problem-based curriculum units for Algebra 1 courses, used to supplement and reinforce major Algebra 1 standards, including solving and graphing linear and quadratic equations, rational expressions, exponents, and polynomials using a hands-on inquiry approach ○ Middle Grades Math Academy - is designed to model a learning environment that meets the needs of all students, helping them to become successful problem solvers who are able to use mathematics as a powerful tool for making sense of situations and information in the real world; provides a focus on algebraic reasoning and the inter-relatedness of algebra and geometry; and develops mathematical reasoning skills ○ <i>Math Forward</i> – using technology, best practices, formative assessments, and real-world problem-solving to improve student learning at the secondary level ○ Lesson Design – intentional instruction designed to teach for understanding: standards, instructional strategies, assessment, rigor, and relevance ○ Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning ○ Mathematics training specialists facilitate targeted, ongoing job embedded professional development by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support 	<ul style="list-style-type: none"> • Instructional Support Team (Math Training Specialists) • Administrators • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Involvement</p> <ul style="list-style-type: none"> ○ Involve parents and community through local district and school-site activities: ○ Conduct various parent-community meetings (SSC, ELAC, DAC, DELAC, PTA/PTO, Indian Education Committee, Policy Council, Parent Advisory Council, task forces, etc.) ○ Review math assessment results and provide input on the development of the School Development and Improvement Plan (SDIP) to improve performance ○ Send each parent his/her student's individual STAR assessment results with an explanation of how to interpret them. ○ Provide opportunity for K-6 parents to participate in two parent-teacher conferences to discuss progress towards mastering the California Mathematics Standards ○ Convene parent conferences at the high school, Smaller Learning Community (SLC) Teams to review students' individual learning plans and discuss mathematics proficiency <ul style="list-style-type: none"> ○ Students and parents receive Student Study Guides for the California High School Exit Exam ○ Additional parent conferences are offered as needed. ○ Translate communications to parents where the population exceeds 15% of a given language ○ Review the math curriculum at Back to School events and parent meetings to inform them about the math content standards and instructional strategies ○ Offer parent workshops via the Parent Academy 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Chief Family & Engagement Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Director of Youth Development and Support Services • Director of Integrated Support Services • Director of Parent Engagement • Coordinator of State and Federal 	<ul style="list-style-type: none"> • Salaries • Duplicating Services • Interpreting & Translating • Distribution Cost 	<p>\$499,250</p>	<ul style="list-style-type: none"> • Title I • EIA-SCE • EIA-LEP • Head Start
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	<ul style="list-style-type: none"> Programs Coordinator of Equity, Access & Excellence GATE Coordinator Administrators Teachers Parents <p>Timeline</p> <ul style="list-style-type: none"> Ongoing 			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary Services</p> <ul style="list-style-type: none"> 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 Provide parent workshops via the Parent Academy, such as: <ul style="list-style-type: none"> Communication Skills Homework Assistance Standards-based Report Cards Grade Level Math Content Standards State and Local District Assessments Effective Parent-Teacher Conferences Offer remediation classes for students who have not yet passed the CAHSEE Provide Night School: high schools, adult schools, and community colleges offer credit recovery Continue to implement the parent-teacher home visit program 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Chief Accountability Officer Chief Family & Engagement Officer Area Assistant Superintendents Assistant Superintendent of Curriculum & Instruction Director of Secondary Initiatives Director of Multilingual Literacy Director of Special Education Director of Child 	<ul style="list-style-type: none"> Salaries Teacher Stipend Materials Duplicating Services 	\$1,248,126	<ul style="list-style-type: none"> General Funds Title I EIA-LEP EIA-SCE Head Start

	<ul style="list-style-type: none"> Development • Director of Youth Development and Support Services • Director of Integrated Support Services • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers • Parents <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
<p>8. Monitoring program effectiveness:</p> <p>Monitoring</p> <ul style="list-style-type: none"> • Evaluate program effectiveness through data analysis of District Benchmark Assessments, CST, CAHSEE, School Quality Reviews, student work samples, classroom observations, and survey results • Monitor the content (alignment with standards, cognitive demand, accuracy, diversity and relevance), presentation (alignment of instructional components, organization, readability, pacing, and ease of use), and learning (differentiation, strategies, interventions, and assessments) to determine implications relating to curriculum, instruction, assessment, and professional development: <ul style="list-style-type: none"> ○ Analyze and track math benchmark results by content strands and subgroups 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual 	<ul style="list-style-type: none"> • Benchmark Assessments • Data Director Tool • Release Time • Teacher Stipend 	\$499,250	<ul style="list-style-type: none"> • General Funds • Title I • Title II • EIA-SCE

<ul style="list-style-type: none"> ○ Triangulate CST/CAHSEE data, benchmark results, and student work to determine specific learner-centered problems and problems of practice ○ Conduct instructional rounds and other classroom observations to assess the effectiveness, alignment, and fidelity of implementation of the mathematics program 	<p>Literacy</p> <ul style="list-style-type: none"> • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 			
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<p>9. Targeting services and programs to lowest-performing student groups:</p>	<p>Persons Involved</p>	<ul style="list-style-type: none"> • Supplemental Materials 	<p>\$1,248,126</p>	<ul style="list-style-type: none"> • Title I
<p>Academic Intervention Services and Support</p> <ul style="list-style-type: none"> • Provide targeted, ongoing professional development on effective instructional delivery of standards-based curriculum to meet the need of students at Basic, Below Basic and Far Below Basic, with specific focus on: <ul style="list-style-type: none"> a. Differentiation of instruction b. Specially Designed Academic Instruction in English (SDAIE) c. Culturally and Linguistically Responsive Teaching (CLRT) • Continue to implement support structures such as Inclusive Practices, English Language Acquisition Program, and Positive Behavioral Interventions and Supports (PBIS) aimed at improving student academic performance • Bolster the intervention support models/instructional materials for students at Basic, Below Basic and Far Below Basic in mathematics • Continue to provide extended learning opportunities for targeted students (summer school, before/after school, in-class intervention periods, CAHSEE support) • Partner with SES providers as a means of offering tutoring and reading enrichment for students identified as not making adequate progress towards meeting the math standards 	<ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Chief Family & Engagement Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Director of Youth Development and Support Services • Director of Integrated Support Services • Coordinator of Equity, Access & Excellence • GATE Coordinator • Coordinator of State and Federal Programs • Administrators • Teachers <p>53</p> <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Professional Development • Inclusive Practices • PBIS 		<ul style="list-style-type: none"> • IDEA • EIA-SCE • EIA-LEP • After School

<p>10. Any additional services tied to student academic needs:</p> <p>Additional Services</p> <ul style="list-style-type: none"> • Allocate a minimum of 50-60 minutes of math instruction daily • Provide additional time for students functioning below grade level (Response to Intervention) • Elementary Curriculum and Special Education provide support for implementation of core reading curriculum to Special Day and Resource Specialist classes. • The Gifted and Talented Education (GATE) Program provides services for identified students in the following: <ul style="list-style-type: none"> ◦ Grades 2-8: GATE support such as: cluster model, centers, differentiated instruction, and after-school programs ◦ Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools ◦ AP Fee Reduction Support (all high schools) ◦ International Baccalaureate (IB) program(Luther Burbank High School only) • The GATE Department will provide professional development for teachers through a Professional Sequence Certificate, including: <ul style="list-style-type: none"> ◦ Differentiation ◦ Diverse Gifted learners (e.g. LD, EL) ◦ Program Design and Administration ◦ Social/Emotional needs 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Special Education • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers <p>Timeline</p> <ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Supplemental Materials • Professional Development • Teacher Stipend 	<p>\$500,000</p>	<ul style="list-style-type: none"> • Title I • GATE • EIA-SCE • EIA-LEP
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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)

In Sacramento City Unified School District, instructional programs and services for English learners are directed at achieving a single purpose—to ensure that all English learners reach high academic standards. To achieve this result—and to ensure high levels of accountability at every level—the district has adopted the following goals for both English learners and R-FEP students:

1. English learners will make continuous and sustained progress toward full communicative and academic proficiency in English.
2. English learners will demonstrate continuous and sustained academic achievement.
3. Students who have been Reclassified Fluent-English Proficient (R-FEP) will perform in English across the core curriculum at levels comparable to native speakers of English.
4. Students who receive academic instruction in a language other than English will demonstrate high levels of achievement in the target language of instruction.
5. English learners will make rapid and effective progress through high school.
6. English learners who are enrolled in the district for six years will be reclassified.

In order to ensure that English learners develop English language proficiency rapidly and that they close the achievement gap with English-only students, as a key element of the district “catch-up” plan, the district has established annual growth targets for English language proficiency and academic achievement.

Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>There is a commitment to provide English learners with high-quality instruction that adheres to five basic design principles:</p> <ol style="list-style-type: none"> 1. Instructional programs will incorporate an enrichment rather than remedial approach, establishing high expectations for all students; 2. Program models will reflect the use of research-based instructional practices; 3. All programs will provide students with a rigorous instructional program designed to accelerate learning; 4. All programs will develop academic English and, in alternative language programs, high levels of academic proficiency in the native language; 5. All programs will provide students with access to grade-level content standards. <p>The district offers two English-language program options in grades K -12. Placement in one of these programs is based on locally-established criteria for English fluency. All students are to be placed in an English language classroom unless a</p>	

parent exception waiver has been granted for an alternative program.

Students who are not yet fluent in English—that is, students who score at the Beginning or Early Intermediate levels on the California English Language Development Test (CELDT) — are placed in a Structured English Immersion (SEI) program where students are taught overwhelmingly in English, but may be supported in the students' primary language.

At the elementary level, English learners who score at the Intermediate level or above on the CELDT as well as students who score at the Early Advanced or Advanced level who have not yet met district criteria for reclassification are placed in an English-Language Mainstream (ELM) program. At the secondary level, ELs who score at the CELDT Intermediate level are placed in either an SEI or ELM program, depending on level of achievement on the California Standards Test/English Language Arts (CST/ELA). Students scoring at the CELDT Early Advanced or Advanced levels who have not yet met district criteria for reclassification are placed in an ELM program.

Schools are to form classes to ensure that every student is appropriately placed and served. At the elementary level, where feasible, separate and distinct SEI and ELM classrooms are to be designated in order to ensure that every student receives developmentally-appropriate instruction.

A parent may request that the child be enrolled in an alternative language (bilingual education) program, which utilizes the native language to provide academic instruction. In such cases, the parent must complete a *Parental Exception Waiver for an Alternative Program Form*. At the elementary level, the district authorizes the sites to provide one of three program options: Spanish/English Transitional Bilingual Education Program; Spanish/English Dual Immersion Program; or Chinese/English Dual Language Immersion Program.

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and district policies and procedures. Categorical funds are to supplement the base educational program, which is supported by the general fund.

Appropriate Use of General Funds

The general fund is utilized to support delivery of the core curriculum and all base program services. The Administrative Services Department allocates general funds to each school to support implementation of the program for English learners. The provision of English learner services is not contingent on the receipt of state or federal categorical funds.

Principals are to ensure that general fund resources at each site are used to support base-program teacher salaries and benefits; the purchase of district-adopted core curricular materials, including English language development materials;

instructional supplies; mandated assessments; and other essential district services that are provided to all students.

Economic Impact Aid/LEP funds

The district receives EIA/LEP funding based on a per-pupil formula for identified English learners which is triggered annually by the R-30 Language Census. Eighty-five percent of these funds are to be used for direct services to students. Schools receiving EIA/LEP funds must establish a budget and prioritize the allocation of these funds in the school-level plan. Each English Learner Advisory Committee (ELAC) is to advise the School Site Council (SSC) on the development of the school-level plan, including the budget.

EIA/LEP dollars are to be utilized to promote the academic achievement of English learners; to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates. Examples of allowable expenditures include:

- Hiring of certificated resource staff to provide direct supplemental services to English learners, including specialized and targeted interventions;
- Hiring of bilingual paraprofessionals to help English learners access the core curriculum;
- Employment of bilingual parent advisors and bilingual community liaisons;
- Purchase of supplemental instructional materials, including books, software, video, and audio materials that enable students to meet state and local academic standards;
- Professional development for teachers of English learners and bilingual paraprofessionals to develop instructional skills and support progress toward certification;
- Support for instructional coaches;
- Provision of teacher articulation meetings (e.g., grade-level meetings, department meetings, curriculum planning meetings);
- Provision of extended-day tutorials for ELs needing intensive language instruction and/or specialized academic support;
- Parent education events and training and support that enables parent education (e.g., childcare for parents during meetings or trainings, training supplies, refreshments, transportation)
- Translation services
- Stipends for teachers who perform duties beyond the duty day related to English learners (e.g., reclassification or reclassification follow-up, conducting needs assessments, program evaluation)
- Other reasonable expenses related to the English learner program.

EIA/LEP funds may not supplant unrestricted funds or other categorical resources. They may not be used for base-program teacher salaries, for food for faculty meetings, or for capital outlay. All site expenditures of EIA/LEP funds must be included in the site plan.

Federal Categorical Funds

Title III of the No Child Left Behind Act supports activities that help English learners develop full proficiency in English and reach high academic standards. Title III funds may be used to—

- Support the development of innovative programs;
- Purchase supplementary instructional materials;
- Provide support for deep and sustained professional development for teachers that focuses on the improvement of instruction and assessment;
- Strengthen the district's or school's ability to strengthen assessment and accountability systems;
- Increase parent involvement.

No more than 3% of Title III funds may be allocated toward administrative costs. The district may also take indirect costs as established each year. Title III funds must supplement, not supplant, general funds or other categorical resources at the school. In addition, other state and federal funds may also be used to support intervention and professional development programs that benefit English learners:

- Federal Title I, Part A funds may be utilized to help improve instruction in high poverty schools to ensure that all students meet state academic standards;
- State Compensatory Education funds provide supplemental services to the lowest-achieving students, including English learners;
- Title I Migrant Education Funds provide supplemental services for eligible migrant students who are not meeting state standards;
- Federal Title II funds may support the hiring and training of highly-qualified teachers, including personnel who work with English learners.

For all programs funded through the Consolidated Application, including programs for English learners, EIP/LEP, and Title III and operated by the school, the School Site Council (SSC) must annually develop, review, update, and approve the Single Plan for Student Achievement (SPSA), including proposed expenditures. The SPSA is known as the School Development Improvement Plan (SDIP) in Sacramento City Unified School District.

In addition to meeting all other state requirements, site expenditures of categorical funds must be included in the SPSA, approved or advised upon by the appropriate advisory committee, and reviewed and approved by the Area Assistant Superintendents and the State and Federal Programs Department. Further oversight of the consolidated application including these funds is provided by the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), and the Board of Education through its annual review and approval process.

For all categorical programs, the district maintains a record for each piece of equipment purchased with

EIA/LEP or Title III funds that equal or exceeds \$500, in accordance with state guidelines.

The district will properly assess administrative costs for direct or indirect costs of federal funds for salaries and wages in proportion to the allowable quantity and duties of the employee, in accordance with state guidelines.

c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:

- **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);**

The Sacramento City Unified School District will conduct an annual evaluation of English learner programs and services to determine program effectiveness. The district evaluation plan, which is included in this section, will provide the framework for program evaluation activities.

Evaluation of English Learner Programs and Services

The purposes of program evaluation are to determine the effectiveness of programs and services for English learners; to determine the extent to which language-minority students have equitable access to district programs and services, including paths to higher education; and to provide a basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students, including English learners.

The district is committed to a model of program evaluation that is shaped by the district goals and priorities, that establishes high expectations for students, and is responsive to the evaluation questions of stakeholders.

Evaluation Questions

The evaluation of instructional programs and services for English learners will include student demographics; instructional services and staffing; student outcomes for English language development; student outcomes for academic achievement; indicators that language-minority students have equitable access to district programs and services; and the capacity of the district and schools to provide English learners with high-quality instruction. The inquiry/description will be organized around evaluation questions posed by stakeholders.

Inputs:

- Do English learners receive effective programs and services?
- Are English learners accurately assessed and appropriately placed? Is their progress monitored?

- Are students provided with high-quality English language development instruction?
- Do students have access to a challenging core curriculum?
- Are teachers of English learners well-qualified and does pedagogy reflect the use of best teaching practices?
- Are students who are not making expected progress provided with effective instructional interventions?
- Overall, are all language-minority students held to high academic expectations?

Student Outcomes:

- Are language-minority students experiencing success in school?
- Are English learners making rapid and effective progress toward full proficiency in English?
- Are English learners making expected progress toward mastery of content standards in academic areas?
- Do English learners have access to all district programs and services?
- Are English learners making expected progress toward reclassification?
- Once reclassified, do students sustain high levels of academic achievement?
- Are English learners making expected progress through high school? Are they prepared to succeed in college and the workplace?

In order to ensure that English learners develop English language proficiency rapidly and that they close the achievement gap with English-only students, as a key element of the district “catch-up” plan, the district has established annual growth targets for English language proficiency and academic achievement. These targets are described in Chart V-A, which establishes time-based growth targets.

Chart V-A
Annual Growth Targets for English Learners

Level of English Proficiency at the time of enrollment—

					ADVANCED
EARLY ADVANCED					
INTERMEDIATE					
EARLY INTERMEDIATE					
BEGINNING					
	↓	↓	↓	↓	↓
	1 year	1 year	1 year	1 year	1 year
		2 years	2 years	2 years	2 years
			3 years	3 years	3 years

				4 years	4 years
					5 - 6 years
CELDT Level:	Early Intermediate	Intermediate	Intermediate	Early Advanced	CELDT Proficient
CST/English Language Arts	Far Below Basic	Below Basic	Basic	Basic	Proficient or Advanced
CST/ Mathematics	Far Below Basic	Below Basic	Basic	Basic	Proficient or Advanced
CAHSEE					Pass ELA and Math Tests

Evaluation Specifications

Chart V-B provides a blueprint for the annual evaluation of student outcomes. Specifications are organized around student goals and identify specific benchmarks or targets that are to be met for each goal and specifications for the description/analysis of data. From year to year, the scope of the evaluation may vary as the evaluation questions of staff are refined and stakeholders change.

Wherever appropriate, the progress of cohorts of students who have been enrolled in the district continuously for three years or more is to be examined. Gains in English proficiency are to be disaggregated by grade span, language, school, years enrolled in the district, and program. Academic achievement gains are to be disaggregated by CELDT level, grade span, school, years enrolled, and program. The achievement of EL, R-FEP, and EO students is to be compared annually.

In addition to evaluating student outcomes, the annual evaluation report will identify key demographic indicators and trends. The report will also address indicators of equitable access, including enrollments in high-status programs such as GATE and, at the high school level, in coursework meeting the A-G requirements and in AP/Honors classes.

Evaluation will also address context factors that influence student achievement such as the accurate assessment and

placement of students; the extent to which programs and instruction are consistent with theories of effective practice and are implemented with fidelity; and the qualifications and effectiveness of staff. The district will utilize the English Learner Subgroup Self-Assessment (ELSSA), Parts B – E, which we will adapt for use at the school level, as an approach for gathering this information from the sites. The principal will be responsible for seeing that the ELSSA is administered annually and that summary indices are reported to the district.

Chart V-B
Evaluation Specifications: Student Outcomes

ENGLISH LANGUAGE DEVELOPMENT		
Goal	Performance Target	Description/Analysis
Goal 1: English learners will make continuous and sustained progress toward full academic proficiency in English. Measure: California English Language Development Test	1.1 80% of ELs will show an overall gain of one level or more on the CELDT annually. A student who has been continuously enrolled in the district will be designated “CELDT proficient” after five years. (See Chart V-A).	<ul style="list-style-type: none"> Annual change rates, by level of proficiency By segment, school, language, years enrolled, and program Cohort studies of progress over time
	1.2 ELs will meet or exceed annual state-established targets for AMAO 1 and AMAO 2.	<ul style="list-style-type: none"> By school
ACHIEVEMENT IN ENGLISH LANGUAGE ARTS		
Goal	Performance Target	Description/Analysis
Goal 2a: English learners will	2.1 60% of ELs who score at Far	<ul style="list-style-type: none"> By English fluency

	demonstrate continuous and sustained achievement in English language arts. Measure: California Standards Tests / English Language Arts	Below Basic, Below Basic, or Basic will make a level gain annually.	<ul style="list-style-type: none">▪ By CELDT level▪ By segment▪ By school▪ By language
		2.2 80% of ELs who are CELDT proficient will score Proficient or Advanced on the CST/ELA.	<ul style="list-style-type: none">▪ By CELDT level▪ By segment▪ By language
		2.3 80% of students who have been continuously enrolled in the district will score Proficient or Advanced on the CST/ELA within six years..	<ul style="list-style-type: none">▪ By years enrolled▪ By segment▪ By language
	Goal 2b: R-FEP students will demonstrate and sustain high levels of achievement in English language arts. Measure: California Standards Tests / English Language Arts	2.4 80% of students who have been reclassified FEP will score Proficient or Advanced on the CST/MATH.	<ul style="list-style-type: none">▪ By English fluency
	ACHIEVEMENT IN MATHEMATICS		
	Goal	Performance Target	Description/Analysis
	Goal 3a: English learners will demonstrate continuous and sustained achievement in mathematics. Measure: California Standards	3.1 60% of ELs who score at Far Below Basic, Below Basic, or Basic will make a level gain annually.	<ul style="list-style-type: none">▪ By English fluency▪ By CELDT level▪ By segment▪ By school▪ By language

	Tests / Mathematics		
		3.2 80% of ELs who are CELDT proficient will score Proficient or Advanced on the CST/ELA.	<ul style="list-style-type: none"> By CELDT level By segment By language
		3.3 80% of students who have been continuously enrolled in the district will score Proficient or Advanced on the CST/ELA within six years.	<ul style="list-style-type: none"> By years enrolled By segment By language
	Goal 3b: English learners will demonstrate continuous and sustained achievement in mathematics. Measure: California Standards Tests / Mathematics	3.4 80% of students who have been reclassified FEP will score Proficient or Advanced on the CST/MATH.	<ul style="list-style-type: none"> By English fluency
	ACADEMIC ACHIEVEMENT IN SPANISH		
	Goal	Performance Target	Description/Analysis
	Goal 4: Students who receive instruction in Spanish will demonstrate high levels of achievement in the target language of instruction. Measure: Standards-based Tests of Spanish	4.1 80% of students enrolled in a Spanish bilingual education program will score Proficient or Advanced on the STS in reading/language arts.	<ul style="list-style-type: none"> By program By grade level By school
		4.2 80% of students enrolled in a	<ul style="list-style-type: none"> By program

		Spanish bilingual education program will score Proficient or Advanced on the STS in mathematics.	<ul style="list-style-type: none"> By grade level By school 	
PROGRESS TOWARD REDESIGNATION				
	Goal	Performance Target	Description/Analysis	
	Goal 5: English learners will show rapid progress toward reclassification. Criteria: CELDT; CST/ELA; mastery of grade-level curriculum	5.1 80% of English learners who have been continuously enrolled in the district will be reclassified fluent English proficient (R-FEP) within six years.	<ul style="list-style-type: none"> By segment By school By language 	
PATHS THROUGH HIGH SCHOOL				
	Goal	Performance Target	Description/Analysis	
	Goal 6: Language-minority students will pass the California High School Exit Examination Measures: Pass rates on the CAHSEE/ELA and CAHSEE/MATH	6.1 90% of language-minority students who are CELDT proficient and who have been continuously enrolled in the district since grade 9 will pass the CAHSEE by the end of grade 12.	<ul style="list-style-type: none"> By English fluency By CELDT level By school By language 9th grade cohort analysis 	
	Goal 7: All language-minority students will graduate prepared to succeed in college and the workplace.	7.1 100% of language-minority students in grade 12 who have been continuously enrolled in the district since grade 9 will receive a diploma.	<ul style="list-style-type: none"> By English fluency By school By language 9th grade cohort analysis Attendance report 	

	<p>Measure: High school diploma</p>			
	<p><u>School Improvement Planning and Evaluation Processes</u></p> <p>The Sacramento City Unified School District is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision-making.</p> <p>The district respects the difficulty involved in changing schools and schooling in ways that have a meaningful impact on students. To ensure that students are the central focus of ongoing school improvement efforts, the district will implement school improvement processes that—</p> <ul style="list-style-type: none"> ▪ establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved; ▪ promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities; ▪ provide for high levels of coordination among district-level departments and between the district and the schools; ▪ ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities. <p>As part of the development of each school’s Single Plan for Student Achievement (SDIP), site personnel will examine student achievement data in order to develop specific change initiatives that contribute to the improvement of programs and services for all English learners</p> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>The District will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. The district and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.</p> <p><u>English Learner Advisory Committees</u></p> <p>Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.</p> <p><u>ELAC Bylaws</u></p> <p>Each ELAC is encouraged to develop and adopt bylaws that describe the election procedures, terms, and requirements of ELAC members and officers; and establish meeting times and the number of attendees needed for a quorum. Bylaws are</p>			

to be aligned with the district English Learner Master Plan.

Election of ELAC Members

Each year, by October 15, the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC.

The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. If a member is replaced during the year, the replacement serves for the remainder of the school year. Other members of the ELAC are to be selected in accordance with each site's ELAC bylaws. ELAC officers will be selected and replaced, as needed, in accordance with ELAC bylaws whenever available.

ELAC Functions

Each site will ensure that the ELAC carries out the following functions each year:

1. Advising the School Site Council (SSC) on the development of the school's Single Plan for Student Achievement (SDIP), ensuring that English learners have equitable access to state and federal funds and that they benefit fully from activities supported under the site plan;
2. Advising the principal and staff on the school's program for English learners;
3. Helping the school conduct an annual school needs assessment and ensure that the results are used to shape school improvement priorities and directions;
4. Assisting in the preparation of the annual language census (R-30LC);
5. Supporting the school's efforts to make parents aware of the importance of children's regular school attendance.

To make certain that these functions are carried out, the district will develop systems for holding each school publicly accountable for involving parents and families in meaningful ways in the development and implementation of the school site plan, including the monitoring of the budget.

Training for ELAC Members

The Multilingual Literacy Department will provide training each year to principals/designees on the formation of the ELAC.

The school will provide training to ELAC members that enable them to carry out their legal responsibilities. The training is to be planned in full consultation with ELAC members. EIA/LEP or district funds may be used to cover costs related to training, including childcare, materials, translation, training, and conference attendance.

Planning and Coordination of ELAC Meetings

The principal or designee will coordinate communication between the school and home and will work with ELAC officers to schedule ELAC meetings and other activities. The principal or designee will meet with ELAC officers to help plan meeting agendas and will attend meetings. The site will hold a minimum of four ELAC meetings each year.

The ELAC officers will conduct meetings.

Delegation of Responsibilities to the School Site Council

The ELAC may delegate its duties and responsibilities to the SSC. This delegation of authority is to be documented in the minutes of the SSC and kept on record at the school site.

ELAC Representation on the DELAC

ELAC members are to be given the opportunity each year to elect a member of the committee to the (DELAC).

Required Documentation

The following documentation must be kept on file at the site: by-laws, attendance records, and agendas/minutes that document that the committee has met all requirements. The site will provide the Multilingual Literacy Department with copies of all documentation.

The Multilingual Literacy Department will monitor compliance with the mandates for the formation and functioning of the ELAC.

District English Learner Advisory Committee

Each year the district establishes a functioning (DELAC). Parents or guardians of English learners not employed by the District constitute a majority membership of the committee.

DELAC Functions

The DELAC will advise the Board of Education in the following areas:

1. Development and revision of the district English Learner Master Plan;
2. Conduct a district wide needs assessment on a school-by-school basis;
3. Set district goals and objectives for programs and services for English learners;
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
5. Administration of the annual language census;
6. Review of and comment on the school district's reclassification procedures;
7. Review of and comment on the written notifications required to be sent to parents and guardians.

The DELAC will make at least one presentation to the Board of Education annually.

Training for DELAC Members

The Multilingual Literacy Department will provide DELAC members with appropriate training to assist them in carrying out their legal responsibilities, using a training-of-trainers approach. The training is to be planned in full consultation with the DELAC officers.

EIA/LEP or district funds may be used to cover costs related to training, including childcare, materials, translation, training, and conference attendance.

Planning and Coordination of DELAC Meetings

The director of the Multilingual Literacy Department is to serve as the liaison between the district and the DELAC and will work with DELAC officers to schedule DELAC meetings and other activities. The director of the Multilingual Literacy Department will meet with DELAC officers to help plan meeting agendas and attends meetings.

The DELAC will hold at least five meetings each year.

The DELAC chairperson will conduct meetings. Interpreting services will be provided at all meetings. The chairperson will approve all committee communications and reports.

DELAC minutes will be provided to members of the Superintendent's Cabinet and to principals.

Required Documentation

The following DELAC documentation must be kept on file by the district: bylaws, attendance records, and agendas/minutes that document that the committee has met all requirements.

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.

English Language Development Instruction

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency—that is, the language, thinking, and learning tools needed to achieve grade-level content standards across the curriculum. The goal of the district's English language development program is to enable English learners to develop communicative competence as well as academic English language proficiency in order that they have full and equal access

to the district's educational program.

Teachers are to provide English learners with both English language development (ELD) and English language arts (ELA) instruction appropriate to each student's assessed level of proficiency. Further, teachers will work to ensure that English learners meet both ELD standards as well as grade-level ELA standards. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of the district's average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum as a result of language barriers.

Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices, as identified in Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010).

A. Elementary English Language Development Instruction / English Language Arts

Students enrolled in a *Structured English Immersion program* are to receive 30 – 50 minutes of daily ELD instruction. In grades K – 3, the Harcourt program, Moving Into English is to serve as the program. In grades 4 – 6, the Hampton-Brown program, Avenues is to be used. For newcomers and beginners, the Harcourt program, English to a Beat, or other research-based curriculum materials may be used as a supplemental.

Students in an *English-Language Mainstream program* are to receive 30 minutes of daily ELD. In grades K – 3, the Open Court Reading English Learner Support Guide and/or Moving Into English are to be used. In grades 4 – 6, the Open Court Reading English Learner Support Guide and/or Avenues are to be used, the National Geographic program, Non-fiction Reading/Writing Workshop, or other research-based curriculum materials may be used to supplement instruction.

Students enrolled in bilingual education program are to receive the same program of ELD instruction as students in SEI or ELM programs, depending on the level of English proficiency of each student.

At the elementary level, ELD instruction is to conform to seven basic instructional delivery standards:

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
2. Students are to be grouped for instruction by English proficiency level.
3. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.
4. Teachers are to utilize district-adopted ELD materials, OCR English learner support materials, and other approved supplementary materials that address ELD standards.
5. Teachers are to utilize research-based best teaching practices that are aligned with Improving Education for English

Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.

6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.
7. Students who are not making adequate progress are to receive diagnosed “catch-up” (intervention) services, and are to monitor the progress of students on a catch-up plan.

B.Secondary English Language Development/English Language Arts Instruction

The district’s secondary English language development program provides *systematic onramps to the core ELA curriculum*. All English learners must receive daily ELD appropriate to English proficiency level. Chart III-A describes the alignment of each level with ELD and ELA standards:

Chart III-A
Secondary English Language Development Courses

	Course	Graduation Credit	ELD standards Alignment	ELA Standards Alignment
Middle School	Beginning ELD	-	ELD 6-8: Beginning	-
	Early Intermediate ELD	-	ELD 6-8: Early Intermediate	-
	Intermediate ELD	-	ELD 6-8: Intermediate/ Early Advanced	-
	Language Arts 7/8 SDAIE	-	ELD 6-8: Early Advanced/Advanced	Grade-level ELA standards
	Language Arts 7/8	-	-	Grade-level ELA standards
High School	Beginning ELD	Elective	ELD 9-12: Beginning	-
	Early Intermediate ELD	Elective	ELD 9-12: Early Intermediate	-
	Intermediate ELD	Yes	ELD 9-12: Intermediate/ Early Advanced	Grade 9/10 ELA standards (partial)

	English 9.1 – 12.1	Yes	ELD 9-12: Early Advanced/Advanced	Grade-level ELA standards
	English 9 - 12	Yes	ELD 9-12: Early Advanced/Advanced	Grade-level ELA standards

High Point serves as the district-adopted ELD program at the middle level. The basal series, which is designed to serve as both an intervention and an ELD program, is organized in four levels.

English learners at the CELDT Beginning - Intermediate levels of proficiency are to receive two periods of English language development/ELA instruction. Because High Point addresses both ELD and selected grade-level ELA standards, students at this level would not enroll in a separate ELA course.

Students at the CELDT Early Advanced or Advanced levels are to receive one period of SDAIE language arts or mainstream English, depending on achievement on the CST/ELA, as well as a possible second period of SDAIE language arts if the student reads fewer than two grades below grade.

Chart III-B
Middle School ELD/ELA Course Descriptions

Course	Placement Criteria	Description	Adopted Program
Beginning ELD	CELDT Beginning	Two periods of ELD	High Point Basics
Early Intermediate ELD	CELDT Early Intermediate	Two periods of ELD	High Point A
Intermediate ELD	CELDT Intermediate <i>and</i> Below mid-Basic on the CST/ELA	Two periods of ELD daily	High Point B / C
Language Arts 7/8 SDAIE	CELDT Intermediate <i>and</i> ≥ scale score 324 or above	Two periods of Language Arts 7/8 SDAIE	Holt Language and Literature

	on the CST/ELA		
	CELDT Early Advanced or Advanced <i>but</i> Below mid-Basic on the CST/ELA	One period of Language Arts 7/8 SDAIE	Holt Language and Literature
Lang age Arts 7/8	CELDT Early Advanced or Advanced <i>and</i> ≥ scale score 324 or above on the CST/ELA	Differentiated instruction within the core language arts course	Holt Language and Literature

The Heinle Visions program or the Milestones program serve as the district-adopted ELD program at the high school level. Both series, which are designed to serve as both intervention and ELD programs, are organized in four levels.

English learners at the CELDT Beginning - Intermediate levels of proficiency are to receive two periods of English language development instruction. Students at the Early Advanced or Advanced levels on CELDT are to receive one period of 0.1 or mainstream English, depending on achievement on the CST/ELA. If the student reads fewer than two grades below grade, s/he is to receive an additional period of strategic English as an elective.

Chart III-C
High School ELD/ELA Course Descriptions

Course	Placement Criteria	Description	Adopted Program
Beginning ELD	CELDT Beginning	Two periods of ELD	Visions or Milestones Introductory
Early Intermediate ELD	CELDT Early Intermediate	Two periods of ELD	Visions or Milestones A
Intermediate ELD	CELDT Intermediate	Two periods of ELD	Visions or Milestones B / C

		<i>and</i> Below mid-Basic on the CST/ELA			
	English 9.1 – 12.1	CELDT Intermediate <i>and</i> ≥ scale score 324 or above on the CST/ELA <i>and/or</i> Enrolled in U.S. schools ≥ 6 years	One period of .1 English <i>and</i> One period of intensive or strategic reading intervention, depending on need	Holt Language and Literature	
		CELDT Early Advanced or Advanced <i>but</i> Below mid-Basic on the CST/ELA	One period of .1 English <i>and</i> One period of intensive or strategic reading intervention, depending on need		
	English 9 - 12	CELDT Early Advanced or Advanced <i>or</i> ≥ scale score 324 or above on the CST/ELA	One period of core English	Holt Language and Literature	
	<p>At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:</p> <ol style="list-style-type: none"> 1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language. 2. Students are to be placed in ELD and/or ELA instruction on the basis of English proficiency level, achievement on the CST/ELA, and time in the U.S. 3. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions. 4. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards. 5. Teachers are to utilize research-based best teaching practices, as outlined in <u>Improving Education for English</u> 				

Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.

6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.

C. Monitoring of Implementation of ELD Instruction

The principal is responsible for monitoring the implementation of ELD programs and instruction at the sites. Principals and/or designated staff will utilize a common observation tool, developed by the district, to conduct monitoring activities as part of the monitoring process.

Access to the Core Curriculum

All English learners must receive content instruction designed to meet their linguistic and academic needs either through specially-designed academic instruction in English (SDAIE) or, at the elementary level, through the native language, if the school offers a bilingual education program. Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

At the secondary level, English learners at the CELDT Beginning and Early Intermediate levels should be enrolled in dedicated SDAIE courses, where enrollments permit formation of such classrooms. Students at the Intermediate level may be placed in SDAIE and/or mainstream content courses depending on individual need. Students at the Early Advanced or Advanced levels will enroll in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to differentiate instruction for these students.

SDAIE instruction is to conform to six essential design standards and otherwise be aligned with Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines:

1. Each unit of study and/or lesson is to address both content and language objectives and instructional activities are to integrate content learning and language development.
2. The teacher is to adapt the teaching of content to all levels of student proficiency.
3. Content objectives are to address or provide onramps to grade-level standards.
4. Teachers are to differentiate instruction, based on level of student proficiency, utilizing best teaching practices commonly associated with effective SDAIE instruction.
5. Teachers are to utilize differentiated assessment procedures, appropriate to level of student proficiency, to evaluate both mastery of content and student progress.

	<p>6. Teachers are to use both district-adopted programs and supplemental materials and ancillaries designed to provide English learners with access to core curricular areas.</p> <p>Students who are enrolled in an elementary Spanish bilingual education program are to receive access to grade-level standards using both Spanish and English. ForoAbierto, which parallels Open Court, is to be used as the Spanish reading/language arts program in both TBE and dual immersion programs. ForoAbierto benchmark assessments are to be used to monitor and evaluate student progress in Spanish reading.</p> <p>Teachers are to use district-adopted Spanish-language program materials to provide access to grade-level standards in the content areas in reading/language arts, mathematics, science, and history/social science.</p> <p>Supplementary materials for English learners, which are a part of these programs, are to be used to enrich instruction and ensure that all students are successful.</p> <p>The principal is responsible for monitoring the implementation of programs and instruction providing access to the core curriculum. Principals and/or designated staff will utilize a common observation tool, developed by the district, to conduct monitoring activities as part of the monitoring process.</p> <p><u>Ongoing Monitoring of Student Achievement</u></p> <p>Teachers are to monitor on an ongoing basis each student's progress in developing proficiency in English and in making academic progress. Classroom-based assessments may include traditional teacher-made tests that are grade level standards aligned, writing assessments, and the assessment materials that are part of adopted programs. Teachers are also encouraged to use an array of authentic procedures to help them assess both student work and student progress over time. Such procedures may include use of anecdotal records, observation procedures, developmental checklists, student interviews, and the evaluation of student work products and performances.</p>
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school community-based personnel.</p> <ul style="list-style-type: none"> 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 instructional 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.

Professional Development

The district and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners. The district and schools will provide professional development that builds, refines, and expands teachers' pedagogical repertoire, content knowledge, and the skills to integrate both. The content of professional development will focus on the use of research-based instructional practices; the implementation of district-adopted curriculum and materials; the effective teaching of academic language and content; and the use of data in improving instruction.

The district and schools will adopt processes for designing coherent, long-term professional development programs and activities that are connected to the Single Plan for Student Achievement (SDIP) and are shaped by the examination of EL achievement data. Both the district and schools will design professional development programs and activities that occur over time and are of sufficient intensity and duration to have a positive impact on classroom practice and student outcomes. Teachers will be involved in the planning of professional development. All certificated and classified personnel, including district and site leadership, are to be included within the scope of district professional development. Professional learning communities will serve as the centerpiece for site-based professional development. The schools are to provide time for professional learning that is meaningful, collaborative, and provides teachers with ongoing opportunities for active learning and reflection. Sites will develop tools and strategies for teachers to share effective practices and disseminate new information.

The district and schools will develop a protocol for evaluating professional development programs in order to provide ongoing feedback as well as a foundation for future planning. The evaluation of professional development will address student, teacher, and organizational outcomes.

Categorical funds will be utilized to plan and provide professional development activities. Title III funding is to be utilized to support deep and sustained forms of professional development that continue over the course of each year and support implementation of each school's site plan. EIA/LEP funds may support short-term professional development that focuses on topics related to the instruction of English learners, to develop knowledge and skills related to curriculum, instruction, assessment and the use of adopted materials.

At the elementary level, English learners who score at the Intermediate level or above on the CELDT as well as students who score at the Early Advanced or Advanced level who have not yet met district criteria for reclassification are placed in an English-Language Mainstream (ELM) program. At the secondary level, ELs who score at the CELDT Intermediate level are placed in either an SEI or ELM program, depending on level of achievement on the California Standards Test/English Language Arts (CST/ELA). Students scoring at the CELDT Early Advanced or Advanced levels who have not yet met district criteria for reclassification are placed in an ELM program.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	<p>The Sacramento City Unified School District is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision-making.</p> <p>To ensure that students are the central focus of ongoing school improvement efforts, the district will implement school improvement processes that—</p> <ul style="list-style-type: none"> ▪ establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved ▪ promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities ▪ provide for high levels of coordination among district-level departments and between the district and the schools ▪ ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities <p>As part of the development of each school's Single Development Plan (SDIP), site personnel will examine student achievement data in order to develop specific change initiatives that contribute to the improvement of programs and services for all English learners.</p> <p><u>Monitoring Implementation of the English Learner Master Plan</u> The district will monitor implementation of the English Learner Master Plan and will provide support and incentives to schools to ensure full implementation of the plan. The scope of monitoring will include site-level programs and services as well as support provided at the district level.</p> <p>Each principal will be responsible for monitoring all aspects of implementation; including English language development instruction</p>

			<p>and instruction that provides English learners with access to the core curriculum.</p> <p>The Area Assistant Superintendents and the Director of the Multilingual Literacy Department will share responsibility for providing ongoing support to principals in their efforts to monitor the delivery of programs and services.</p>
	<p>5. Provide –</p> <p>a. Tutorials and academic or vocational education for LEP students;</p> <p>b. Intensified instruction.</p>	Yes	<p>The district has established a plan for monitoring and overcoming any academic deficits English learners have incurred while acquiring English. The plan is designed to ensure that actions to overcome academic deficits are taken before these deficits become irreparable. The plan also provides a blueprint for services that are to be provided to any student <i>as a condition for</i> referral for special education services.</p> <p>The catch-up plan, which is organized by elementary and secondary grades, encompasses within its scope, English language development instruction, core reading instruction, and academic instruction in the content areas. The plan provides a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions through the general education program.</p> <p>At Tier 1, all English learners must be provided with high-quality English language development instruction and access to the core curriculum in accordance with guidelines outlined in this Master Plan and in ways that reflect the view that each child's language and culture are assets, not liabilities. Each student must receive developmentally-appropriate instruction that has been adjusted to meet individual needs. The progress of each student in ELD, reading, and academic subject areas must be assessed to determine whether the student is meeting predetermined benchmarks. If after receiving specified instructional modifications, the student is still not making progress at a rate that is comparable to "true peers" (that is, ELs with similar characteristics) then the student may move on to Tier 2.</p>

			<p>At Tier 2, specific interventions (as opposed to differentiation) are provided, typically in a small-group setting by the classroom teacher or by a specialist. Services are supplemental, reflecting both increased time focusing on the area(s) of weakness and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, s/he may move on to Tier 3. A student who meets those targets will typically fall back to Tier 1.</p> <p>At Tier 3, interventions are more intensive and more individualized. Services are typically provided in small-group and one-to-one settings.</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	<p>The Director of Multilingual Literacy Department collaborates with other departments within the Academic Office which includes;</p> <ul style="list-style-type: none"> • Special Education, • Early Childhood Development, • High School Reform, • GATE, • Curriculum and Instruction, • Equity Access and Excellence, • and State and Federal Program <p>The focus for collaboration is the development and implementation of district-wide initiatives such as the Single Plan for Student Achievement (SPSA), EL professional development opportunities, parent trainings, and training to site EL representatives on Title III program and services.</p>
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	<p>The primary purpose of the English Learner Master Plan is to provide the district and the schools with a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and</p>

			<p>site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services.</p> <p>In addition to aligning policies and procedures with current state and federal mandates, the district has created an “EL Electronic Toolbox,” in which schools will find a variety of forms and other documents that were previously included as part of the district’s EL Master Plan. The schools may download most documents in Spanish, Hmong, Cantonese, Vietnamese, and Russian. California’s CPM EL Program Monitoring Instrument is also available.</p> <p>In order to ensure full and effective implementation of the English Learner Master Plan, the district will provide ongoing professional development for district and site leadership and will provide administrators with ongoing technical assistance to help each school develop and implement programs that are congruent with the Master Plan and to monitor implementation.</p>
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	<p>The district and schools will ensure that communication with the parents and families of English learners is ongoing and meaningful:</p> <ol style="list-style-type: none"> 1. The district Matriculation and Orientation Center (MOC) provides parents and families with oral and written information on the schools and regarding instructional programs and services that are provided to English learners. Individualized communication and support is provided in Chinese, Hmong, Mien, Russian, Spanish, and Vietnamese. 2. The MOC informs parents how they can be involved in the education of their children and actively assist their children to attain full proficiency in English, achieve at high levels in core academic subjects, and meet challenging state content and achievement standards.

			<ol style="list-style-type: none"> 3. The district and schools will communicate in languages that parents and families understand. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district will be written in the primary language(s) as well as in English. 4. The school will provide opportunities for parents to be active participants in the life of the school by volunteering in the classroom, attending parent meetings and events, serving on the school's English Learner Advisory Committee (ELAC), or being a part of the School Site Council. 5. The MOC notifies parents of the results of initial CELDT testing. The school notifies parents annually of their child's level of English proficiency and of program placement recommendations. 6. The school notifies parents when their child meets criteria for reclassification and actively encourages them to be involved in the reclassification process. 7. The elementary report card describes the progress of English learners toward mastery of English language development and grade-level content standards. Where feasible, the report card will be provided or explained in a language that parents understand. 8. When the district has not made progress on annual measurable achievement objectives, it informs parents/guardians of English learners of such failure not
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			<p>later than 30 days after such failure occurs.</p> <p>The district will maintain an archive of all parent notification documents. The school will place all parent notification documents in the child's cumulative folder.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • 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	<p>The district provides professional development that emphasizes the use of technology as a means to access content for English learners. It will continue to implement the Access to the Core and ELD strategies professional development modules.</p>
	10. Other activities consistent with Title III.	No	<p>If yes, describe:</p>

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.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p> <p><u>Initial Identification and Assessment of English Learners</u> The District identifies, assesses and reports each student with a primary language other than English and makes an appropriate program placement based on English language proficiency.</p> <p><u>Identification of the Home Language</u> At the time of enrollment, the parent completes a Home Language Survey (HLS). If the response to questions 1 – 4 is “English,” the child is classified English-only (EO). If the response to questions 1, 2, and/or 3 is a language other than English, the school is to refer the parent to the Matriculation and Orientation Center (MOC), where the English proficiency of the child will be assessed. If the response to question 4 is the only response indicating a language other than English, the child is to be classified as EO.</p> <p>The completed HLS is to be placed in the student’s cumulative file, and the school is to enter the home language into the electronic student record.</p> <p>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</p> <p>The MOC hand scores the CELDT for newly-enrolled students in order to classify the student as initially English proficient or as an English learner and to make an initial recommendation for program placement. The MOC informs parents of the results of initial results of CELDT testing, in accordance with procedures.</p> <p>An enrolling kindergartener may not be tested on the CELDT until July 1 each year. If the parent enrolls the child before July 1, the school or MOC should provide the parent with written information about the English learner programs and services, and the MOC will contact the parent after July 1 to schedule testing on the CELDT. The student is to be classified as an English learner until and unless testing has established otherwise. The MOC will notify the school of the results of CELDT testing for students tested during the summer.</p>	

A new enrollee who comes from another school in the district is not retested. When a new enrollee comes from another district in California, however, the MOC may request a current CELDT score, using the *CELDT Scores Request Form*.

- 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;**

Initial Assessment of English Proficiency and Parent Notification of Results

Each student whose home language is a language other than English is to be assessed on the state-designated California English-Language Development Test (CELDT) at the MOC by a test examiner who is an employee of the district, is proficient in English, and has received formal CELDT training to administer the test. The test is administered in accordance with the test publisher's instructions.

Students at all grade levels are assessed in listening and speaking, reading, and writing. Based on the overall CELDT score, the student is classified at one of five fluency levels in English:

- 1: Beginning
- 2: Early Intermediate
- 3: Intermediate
- 4: Early Advanced
- 5: Advanced

After the CELDT has been administered and scored, MOC personnel provide the parent with an *Initial Notification of Language Assessment and Program Placement letter*, which provides the following information:

- a. Initial CELDT level;
- b. English fluency classification (EL or I-FEP);
- c. Recommended program placement;
- d. Notification that the parent has the right to request an alternative (bilingual) program placement.

The MOC also provides the parent with general descriptions of each program option, including information about the educational strategies, educational materials used in each program option, and program exit criteria.

Parents may decline their child's participation in a state-recommended English language instructional program. In

	<p>such cases, however, the student is to receive instruction that develops proficiency in English and promotes academic achievement.</p> <p>The MOC inputs initial CELDT results, English fluency classification, recommended program placement, and date of enrollment into the district student information system.</p> <p>The MOC provides the parent with a folder with the <i>Initial Notification of Language Assessment and Program Placement</i>, which the parent brings back to the enrolling school. The school is to place this notification in the child's cumulative folder.</p> <ol style="list-style-type: none"> a. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; b. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; c. 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; <p><u>Elementary Structured English Immersion Program</u></p> <p>Students at the Beginning and Early Intermediate levels on the CELDT are to be placed in a Structured English Immersion (SEI) program (Chart II-A). Students must receive specialized English Language Development (ELD) instruction on a daily basis, using the district-adopted ELD program as well as grade-level instruction in the core curriculum using Specially Designed Academic Instruction in English (SDAIE). Chart II-A identifies the essential elements of an elementary Structured English Immersion program:</p> <p style="text-align: center;">Chart II-A Elementary Structured English Immersion Program</p> <table border="1" data-bbox="384 1214 1560 1408"> <tr> <td data-bbox="384 1214 646 1408">General program description</td><td data-bbox="646 1214 1560 1408">A Structured English Immersion (SEI) program is designed to promote the rapid acquisition of English for students who have not yet developed basic listening and speaking proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. The teacher is to utilize a curriculum and instructional practices based on sound theory and</td></tr> </table>	General program description	A Structured English Immersion (SEI) program is designed to promote the rapid acquisition of English for students who have not yet developed basic listening and speaking proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. The teacher is to utilize a curriculum and instructional practices based on sound theory and
General program description	A Structured English Immersion (SEI) program is designed to promote the rapid acquisition of English for students who have not yet developed basic listening and speaking proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. The teacher is to utilize a curriculum and instructional practices based on sound theory and		

		<p>research on second language teaching and learning.</p> <p>An SEI program includes 30 – 50 minutes of specialized English language development instruction designed to address the needs of students who are not yet fluent as well as content instruction utilizing specially designed academic instruction in English (SDAIE) to promote access to the core curriculum.</p> <p>An SEI program is intensive, typically lasting from one to two years, and is intended to provide an onramp to an English-Language Mainstream program. The program is ideally delivered within a designated SEI classroom, which should consist of both English-only students and English learners who do not yet meet district fluency criteria.</p>	
	Goals	<p>The Structured English Immersion program addresses two general student outcomes:</p> <ol style="list-style-type: none"> 1. English learners will make rapid progress toward achieving reasonable fluency in English. 2. English learners will demonstrate reasonable and continuous progress toward mastery of grade-level content standards. 	
	Entry and exit criteria	<p>A student who scores at the Beginning or Early Intermediate levels on the CELDT will be enrolled in a designated SEI classroom unless the parent requests that the student be enrolled in an English-Language Mainstream program or the district has granted a parental exception waiver for enrollment in an alternative program.</p> <p>An English learner may be re-enrolled for a second year in a structured English immersion classroom if s/he has not yet achieved a reasonable level of English proficiency. If, however, the school has previously failed to provide an instructional program that meets the student's English language development and academic needs, the student may be enrolled in an SEI beyond a second year.</p> <p>A student who demonstrates a reasonable level of English</p>	

		<p>proficiency will be enrolled in or transferred to a designated English Language Mainstream program. The District defines “reasonable fluency” for students in the elementary grades as an overall score of Intermediate on the CELDT.</p> <p>A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any time during the school year.</p>	
	Program selection and assignment	<p>The school will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs.</p> <p>All English learners under age 10 at the time of enrollment are to be placed in an English-language classroom for at least 30 days.</p>	
	Classroom formation and composition	<p>Depending on student enrollment patterns, each site may designate one or more SEI classrooms at each grade level. Sites are encouraged to use innovative organizational structures (e.g., block scheduling for ELD, multi-graded classrooms) to ensure that English learners can be appropriately grouped for instruction. If the school enrolls fewer than ten ELs at a given grade level who score at the Beginning or Early Intermediate levels on the CELDT, the site may form a classroom that is designated both SEI and ELM—enrolling students at all levels of English proficiency. In such cases, teachers will group for ELD and content-area instruction.</p> <p>An SEI classroom is to include a balance of both English learners and students who are native speakers of English. This will help promote interaction with native speakers, which is a condition for the acquisition of a second language.</p>	
	Language Use	<p>All or nearly all classroom instruction is to be conducted in English. When appropriate and feasible, the primary language may be used by the classroom teacher or by a qualified instructional aide to motivate students, clarify instructional tasks, and to scaffold content learning.</p>	

	Qualifications of staff	All SEI teachers will hold CLAD authorization, or the equivalent, or are enrolled in an approved training program leading to certification within two years.
	Evaluation	<p>The school will conduct an annual evaluation of the impact of the SEI program on the following student outcomes:</p> <ol style="list-style-type: none"> 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district targets on the CELDT each year. 2. English language arts – The site will identify students scoring at each performance level on the CST/ELA. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level. 3. Academic achievement – The site will identify students scoring at each performance level on the CST/Math. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level.
	<p><u>Elementary English-Language Mainstream Program</u></p> <p>Students who score at the intermediate level or at the early advanced or advanced levels on the CELDT but who have not yet met local reclassification criteria are to be placed in an English-Language Mainstream (ELM) program. These students must be provided with daily English language development instruction and access to the core curriculum appropriate to level of proficiency in English. Chart II-B identifies the essential elements of an ELM program.</p> <p style="text-align: center;">Chart II-B Elementary English-Language Mainstream Program</p>	
	General program description	An English-Language Mainstream (ELM) program is designed to ensure the development of academic language and literacy for

		<p>students who have acquired basic fluency in English but who are not yet ready to be reclassified.</p> <p>An ELM program includes 30 minutes of daily specialized English language development instruction appropriate to each student's level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies utilizing supplemental curricula and special scaffolding and support. At the elementary level, ELM teachers are to provide individualized instruction and targeted interventions, as needed, to prevent the student from incurring long-term academic deficits.</p> <p>The program is delivered within a designated English-language mainstream classroom that includes both English learners and native speakers of English.</p>	
	Goals	<p>The English-Language Mainstream program addresses two general student outcomes:</p> <ol style="list-style-type: none"> 1. English learners will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills. 2. English learners will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards. 	
	Entry and exit criteria	<p>A student who scores at the Intermediate level or higher on the CELDT will be enrolled in an ELM program unless the district has granted a parental exception waiver for enrollment in an alternative program.</p> <p>The student will continue to receive services in an ELM classroom until any academic deficits have been recouped and the student has been reclassified.</p> <p>A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any</p>	

		time during the school year.	
	Program selection and assignment	The school will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs. The school will make a reasonable effort to ensure that each student is assigned to the school and program requested by the parent.	
	Classroom formation and composition	Depending on student enrollment patterns, each site will designate one or more ELM classrooms at each grade level to ensure that English learners can be appropriately grouped for instruction. At sites where all teachers hold CLAD authorization, the school may wish to designate all classrooms as either SEI or ELM. A school may designate a classroom as both SEI and ELM where fewer than 10 students who must receive an SEI program are enrolled at a given grade level.	
	Language Use	All classroom instruction is to be conducted in English.	
	Qualifications of staff	All ELM teachers will hold CLAD authorization, or the equivalent, or are enrolled in an approved training program leading to certification.	
	Evaluation	The school will conduct an annual evaluation of the impact of the ELM program on the following student outcomes: <ol style="list-style-type: none"> 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district targets for growth on the CELDT. 2. English language arts – The site will identify students scoring at each performance level on the CST/ELA. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level. 	

	<p>3. Academic achievement – The site will identify students scoring at each performance level on the CST/Math. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level.</p>
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Elementary Alternative Language (Bilingual Education) Programs

The district has adopted three alternative language programs that elementary schools may offer:

1. Transitional Spanish/English Bilingual Education (Early or Late Exit);
2. Dual Immersion Spanish/English 50/50 model;
3. Dual Immersion Chinese/English 80/20 model.

If a school adopts one or more of these models, it will identify the model(s) in its Single Plan for Student Achievement (SDIP). The site may petition the Multilingual Literacy Department to adopt an alternative approach or to modify one of these models; however, the school establishes that the model is research-based and program staff must evaluate the effectiveness of the alternative approach annually. Under no circumstance may the site utilize categorical funds to establish or implement a program model that is not research-based.

Chart II-C
Elementary Transitional Spanish/English Bilingual Program

General program description	<p>The Transitional Bilingual Education (TBE) Program is designed to move students quickly and effectively into an English-language classroom. The school may adopt an early-exit model, which transitions students into an English-only program at the end of third grade, or a late-exit program, which provides enrichment instruction in Spanish through grade 6. Students develop initial literacy skills in Spanish, and with each grade level, the use of English increases as students add English reading and writing skills. The primary language is used to provide access to foundational knowledge and skills that are needed for academic success in English.</p>
Goals	<p>The TBE model establishes three goals for students:</p> <ol style="list-style-type: none"> 1. English learners will make rapid progress toward developing

		proficiency in English, including listening, speaking, reading, and writing.			
		2. English learners will demonstrate reasonable and continuous progress at each grade level toward mastery of essential subject matter objectives in both English and Spanish.			
		3. By the end of grade 3, students will demonstrate mastery of grade-level reading/language arts standards in Spanish that are transferable to English, whatever the model.			
	Entry and exit criteria	Enrollment in a transitional bilingual program is determined by parent request. The student must demonstrate basic oral proficiency in Spanish. Exit is determined by grade level or parental request.			
	Classroom formation and composition	When at least 20 parents in each grade request that their children be enrolled in a TBE program, the school shall establish such designated bilingual classrooms unless the principal denies the waiver request in accordance with procedures in Section I. A sequential program must be delivered. Depending on enrollment patterns, the school may enroll bilingual native speakers of English and I-FEP kindergarten students in a TBE classroom provided that the parent requests such an enrollment. No classroom will be designated both a bilingual and an SEI classroom.			
	Language use		Spanish	English	
		K 200 minutes	Spanish Reading/Language Arts (60 minutes) Math (50 minutes) Other subjects (30 minutes)	ELD (30 - 50 minutes daily) English early literacy/phonics (10 minutes)	

		Grade 1 285 minutes	Spanish Reading/Language Arts (130 minutes) Math (50 minutes) Other subjects (00 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (10 minutes)
		Grade 2 285 minutes	Spanish Reading/Language Arts (140 minutes) Math (60 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (30 minutes)
		Grade 3 285 minutes	Spanish Reading/Language Arts (30 - 50 minutes) Math (60 minutes) Spanish literacy in the content areas (45 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (100 - 120 minutes)
		Grades 4 - 6 305 minutes	<u>Early-exit model</u> : Support in Spanish <u>Late-exit model</u> : Spanish literacy in the content areas (30 - 50 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (120 minutes) Other subjects (85 minutes)
	Qualifications of staff	All TBE teachers will demonstrate native or near-native proficiency in both English and the second language of instruction and must be BCLAD certified.		
Evaluation	The school must utilize categorical funds to evaluate the impact of its early exit TBE program. The evaluation is to address the following student outcomes:			

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		<p>proficiency, including literacy, in English and Spanish.</p> <ol style="list-style-type: none"> 2. By grade 5, students will demonstrate mastery of grade-level content standards in both English and Spanish. 3. All students will develop high levels of self-esteem, will appreciate and understand the values of other cultures, and will demonstrate cross-cultural competence. 	
	Entry and exit criteria	<p>Enrollment in a dual immersion program is determined by parent request and home language.</p> <p>Spanish speakers who are classified as I-FEP may be placed in a dual immersion kindergarten as long as a reasonable balance between English learners and native speakers of English is maintained.</p> <p>The parents of English learners are required to submit a waiver. The parents of English speakers are not required to complete a waiver, however.</p> <p>A new student may not enter the program after grade 1 unless s/he has previously been enrolled in such a program and his or her proficiency in both Spanish is comparable to that of students who have been enrolled in the program since kindergarten. Students are expected to remain in the dual immersion program through grade five.</p>	
	Classroom formation and composition	<p>It is recommended that 50% of students be English learners and 50% be native speakers of English. However, depending on kindergarten enrollment requests, the site may as a policy form classrooms that include 1/3 ELs; 1/3 balanced bilinguals; and 1/3 native speakers of English.</p> <p>A student whose home language is Spanish but who is classified as I-FEP will be considered to be a native speaker of English if s/he is non- or very-limited Spanish speaking at the time of enrollment.</p>	

	<p>d. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p> <p><u>Special Education Services</u></p> <p>English learners must have equitable access to the same education programs and services as English-speaking students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. [PL 108-446 614(b)(5)(c)].</p> <p>A student may not be referred for special education services unless and until it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a signification period of time, have been confirmed not to work. In the case of English learners, three potential domains are to be considered: English language development instruction, core reading instruction, and academic instruction in the other content areas of the core curriculum. The district has adopted a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions, through the general education program, prior to referral for special education.</p> <p>The Student Study Team (SST) is the problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST provides an opportunity for school staff, family members, and community agencies to identify concerns about individual students and to design a positive course of action and to monitor the impact on students. The site will contact the parent or legal guardian regarding any concern the school has about the student's lack of linguistic or academic progress, in a language the parent understands where feasible, and will inform the parent of various interventions that are being implemented and the impact of those interventions on the child's progress. The site will also make every effort to involve the parent on the SST.</p> <p>When evaluating an English learner for special education services, the SST should consider the factors that might include:</p> <ul style="list-style-type: none"> ▪ Length of time in the U.S. and degree of adjustment and acculturation; ▪ History of prior schooling, including special education services ▪ Teacher expectations for student outcomes ▪ Instructional program inputs and interventions ▪ Progress in English over time 	

	<ul style="list-style-type: none"> ▪ Progress in reading (in English and/or the primary language) ▪ Progress in academic areas (in English and/or in the primary language) ▪ Interactions and behaviors in structured classroom settings and in informal settings ▪ Student strengths and interests ▪ Cultural and affective considerations and individual differences <p>The site will maintain documentation of the SST process, specific interventions that have been implemented, and their impact on student outcomes.</p> <p>An English learner shall be referred for special education instruction and services only after the resources of the general education program have been utilized and confirmed to be insufficient or ineffective.</p> <p>The district will make every reasonable effort to ensure that all notification requirements governing prior written notice be provided to the parent or legal guardian of the child in a language they understand. In the event of a non-written language, the district will use an interpreter, where available, to communicate the contents of the notice orally to the parent.</p> <p>The site will develop an assessment plan for each English learner who has been referred in accordance with district requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. As a general rule, assessment procedures will include both formal and informal measures that focus on family background, developmental milestones, language use, health history, both in-class and out-of-class observations, language assessment in both English and the target language, and use of criterion-based measures. Where possible, the assessment plan will be communicated to the parent in a language s/he understands.</p> <p>An individualized education program for an English learner with exceptional needs will be developed, reviewed, and revised in accordance with district procedures. The Individualized Education Plan (IEP) of an English learner must include: (1) as part of the statement of the student's academic achievement, an analysis of the relationship of academic performance to the student's proficiency in English; (2) a goal for English language development that includes the identification of specific standards (objectives) in oral language, reading, and writing that are to be met; (3) a description of how the ELD goal, as well as other academically-related goals, are to be met through use of differentiated instruction that is specially designed to meet the needs of English Learners; and (4) a description of how the student's progress in ELD will be measured.</p> <p>Each English learner who has been placed in a special education program will receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team is to determine how these services are to be delivered.</p>
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All special education staff who works with English learners must either hold state or local authorization or be enrolled in training to complete approved coursework leading to certification. Teachers who provide special education services to students who are at the beginning or early intermediate levels in English will hold CLAD certification or be enrolled in a training program leading to authorization.

The site will ensure that all parent notification procedures are provided, where feasible, in the language the parent understands best and that appropriate support is provided to parents to ensure meaningful participation in the IEP development and monitoring process.

All follow-up services and activities for an English learner will be provided in accordance with district requirements.

- e. 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.**

The *Initial Notification of Language Assessment and Program Placement* notifies parents of the opportunity to apply for a parental exception waiver for their child to participate in an alternative (bilingual) program. In such cases, the parent completes a *Parental Exception Waiver Option for an Alternative Program Form*. District procedures for granting or denying waivers include the following:

1. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school.
2. Parents and guardians are informed of any recommendation by educational staff for an alternative program. Any such recommendation is to be based on the individual needs of the child, including such factors as previous enrollment in an alternative program, the desire of the parent for placement in such a program, or evidence that the child will benefit from enrollment in an alternative program. Parents are to be given oral and written notice of their right to refuse this recommendation.

	<ol style="list-style-type: none"> 3. Each parental exception waiver is to be acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. 4. Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. Any such determination is to be based on the individual needs of the child, including previous enrollment in an English-language program, the child's lack of sufficient proficiency in the target language, or other evidence that an English-language program would be in the best interests of the child. 5. If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. The principal or designee will notify the district of any denial of a waiver. 6. Each school in which 20 or more pupils at a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. 7. The Multilingual Literacy Department actively monitors the disposition of parental waiver requests by the sites. 8. The parents of children enrolling in preschool programs are informed of the schools at which alternative language programs are offered and will be advised of the waiver process. 	
	<p>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.</p>	<p>Parents are also to be notified not later than 30 days after the beginning of the school year of the child's current level of proficiency, the status of the child's academic achievement, and program placement. The <i>Annual Notification of Language Assessment and Program Placement</i> is to be used for this purpose. The school is responsible for sending the annual notification letter to the parents of each English learner. Upon receipt of this</p>

		notification, the parent may request a change in the child's program placement. The school is to file annual parent notifications in the student's cumulative file.
	<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>When the district has not made progress on annual measurable achievement objectives, it informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs.</p>

Plans to Provide Services for Immigrants (N/A)

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No N/A	If yes, describe: N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No N/A	If yes, describe: N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No N/A	If yes, describe: N/A
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No N/A	If yes, describe: N/A
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No N/A	If yes, describe: N/A
	6. Other instruction services designed to assist immigrant children and youth to	Yes or No N/A	If yes, describe: N/A

	achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:		
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No N/A	If yes, describe: N/A

Performance Goal 3: <i>By 2013-2014, all students will be taught by highly qualified teachers.</i>

Summary of Needs and Strengths for Professional Development

Our Strategic Plan 2010-2014: *Putting Children First* illustrates the district's commitment to continuous improvement and lifelong learning for students and employees. Pillar 1: Career and College Ready Students (section B) states that all staff will thrive in an environment focused on learning and continuous improvement. Professional development opportunities are aligned with best practices that have high impact on student learning.

The goal is for all schools to use the School Quality Review 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 development 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 School Quality Review 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.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • 98.5% of all SCUSD teachers have met all HQT requirements set forth in NCLB • 98.6% 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 • 99% of SCUSD Pre-K are “Highly Qualified” and currently are under plan to become “Highly Qualified” by 2012. • All new subs (including Pre-K are NCLB compliant). • Individualized plans in progress for the 1.5% 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 <i>California Standards for the Teaching Profession</i> and the <i>K-12 Content Standards</i>. 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 <i>CA Standards for the Teaching Profession</i> framework. 	<ul style="list-style-type: none"> • 1.5% of teachers are currently becoming highly qualified • 1.4% of teachers are currently becoming highly qualified • Miss-assignment of Teachers of English Learners totals 33 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

Performance Goal 3: <i>By 2013-2014, all students will be taught by highly qualified teachers.</i>

Planned Improvements for Professional Development:

The district's Professional Development Plan is based on National Staff Development Standards and is aligned to the objectives in Strategic Plan 2010-2014: *Putting Children First*. The following objectives are specific to Performance Goal 3:

- Planned Improvement in Reading and Mathematics
 - Invest in professional development 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.
 - Train principals and teachers to use data inquiry methodology to connect student results to effective instructional practices.
 - Provide training on common assessments.
 - Develop professional development 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 development program for classified employees in support of the achievement of career aspirations by June 2012.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Professional development activities are aligned with the State's academic content standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a) Staff development in the content areas focus on strategies for delivering the standards;</p> <p>b) Staff development is planned to support the implementation of standards-aligned instructional materials;</p> <p>c) Provide opportunities for teachers to collaboratively analyze ELA and math benchmark results, curriculum embedded assessments results, and student work to inform instruction and determine professional development</p> <p>d) 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.</p> <p>e) 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.</p> <p>f) 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.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) Administrators • Teachers • Human Resource Representative <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • Training Materials • Presenters Fees • Facilities • Software Purchase • Instructional Support Team (Subject Area Training Specialists) 	<p>\$4,992,505</p> <p>Funding costs have been Identified in Goal 1 – ELA and Math</p>	<ul style="list-style-type: none"> • General Fund • 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

<p>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:</p> <ul style="list-style-type: none"> • Data inquiry process will be used for instructional planning, benchmark assessments and student work samples. <p>Math:</p> <ul style="list-style-type: none"> • The Standards for Mathematical Practice with an emphasis on problem solving, reasoning, arguments, modeling, and use of appropriate tools to develop students' mathematical thinking and build conceptual understanding • Mathematics as a Second Language – Build a solid conceptual understanding of the operations of numbers, as interrelationships among numbers, algebra, and geometry at the K-6 level • Pre-Algebra – a hands-on, problem-based approach to pre-algebra designed to build relevance, enhance problem solving and communication skills • Algebra Support – Drop-in problem-based curriculum units for Algebra 1 courses, used to supplement and reinforce major Algebra 1 standards, including solving and graphing linear and quadratic equations, rational expressions, exponents, and polynomials using a hands-on inquiry approach • Middle Grades Math Academy - is designed to model a learning environment that meets the needs of all students, helping them to become successful problem solvers who are able to use mathematics as a powerful tool for making sense of situations and information in the real world; provides a focus on algebraic reasoning and the inter-relatedness of algebra and geometry; and develops mathematical reasoning skills • <i>Math Forward</i> – using technology, best practices, formative assessments, and real-world problem-solving to improve student learning at the secondary level • Lesson Design – intentional instruction designed to teach for understanding: standards, instructional strategies, assessment, rigor, and relevance • Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning • Mathematics training specialists facilitate targeted, ongoing job 	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • substitute per diem stipends • Training Materials • Presenters • Materials • Instructional Support Team (Subject Area Training Specialists) 	<p>\$4,160,421</p> <p>Funding costs were identified and embedded into Goal 1- ELA and Math</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • EIA-SCE • EIA-LEP <p>Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated</p>
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<p>embedded professional development by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support</p> <p>ELA:</p> <p>Address professional learning and collaboration of PreK-12 ELA teachers and administrators:</p> <ul style="list-style-type: none"> • Balanced Literacy: to support teachers effective use of literacy structures such as Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study) to increase student ELA achievement (i.e. Teachers College Reading/Writing Project, Fountas and Pinnel Balanced Literacy Framework, 4 Blocks Literacy, Foundation for Comprehensive Early Literacy CEL/ExLL, etc.). • Adolescent Literacy (grades 7-12): focused on strategies to foster and increase student skills in reading and writing within the content areas (West Ed- Strategic Literacy/Reading Apprenticeship, Foundation for Comprehensive Early Literacy, CEL/ExLL, etc.) • Reading Comprehension strategies to support students' skills in making meaning of a range of fiction and non-fiction texts found within the core instructional program • Process Approaches to Writing Instruction focused on building students' skills in writing for varied purposes and audiences in a variety of genres. Writing professional development will foster a common language of practice and understanding of what is meant by exemplary academic writing PreK-12. (i.e. UC Davis Area 3 Writing Project, Be a Writer, Genre Study, etc.) • Lesson Design focused on intentional instruction designed to teach for understanding: standards, instructional strategies assessment, rigor, and relevance • Culturally Linguistically Responsive Teaching focused on the use of culturally responsive engagement strategies, classroom management practices, reading strategies, and the use of culturally responsive literature (i.e. Center for Culturally and Linguistically Responsive Teaching) • ELL strategies focused on the four domains of reading, writing, speaking, and listening to facilitate English language acquisition for EL's • ELD focused on the use of SDAIE instructional strategies to 				
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<p>support student acquisition of academic language and content knowledge and skills</p> <ul style="list-style-type: none"> • Inclusive Practices focused on instructional strategies to support Students with Disabilities in the general education setting through co-teaching, positive behavior supports, and collaborative planning • Differentiated Instruction strategies to support students with various learning needs including English Learners, Students With Disabilities and other underperforming students • Literacy Assessment Strategies (Diagnostic, Benchmark and Progress Monitoring) and Intervention focused on providing teachers with a clear picture of students' literacy needs to inform instructional decision making • Instructional Rounds focused on strategies for continuous cycle of instructional improvement at the district/network level through targeted observation and critical feedback using structured protocols that focus on student learning, facilitated reflection, and collaboration • Data inquiry focused on engaging teachers and administrators in cycles of inquiry through protocols that focus on student learning and through facilitated reflection, collaboration, and analysis of data and student work to build common language and understanding of effective reading and writing practices • Common Core Standards (CCS) Adoption in ELA will focus on deepening teacher and administrators' knowledge of the CCS as well as their understanding and use of research based instructional strategies that foster student mastery of the ELA CCS • ELA Training Specialist will provide on-going site support for content specific professional learning that supports diverse learners, including English Learner Students with Disabilities and other underperforming students 				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>a) Regular benchmark assessments and monitoring student progress will provide students equitable opportunities for completing their education toward graduation.</p> <p>b) Specially designed staff development activities for teachers of English Learners and Students with Disabilities will result in providing students with a rigorous education that better prepares them for a career or college.</p> <p>c) The data inquiry process is used to analyze multiple artifacts of student work and achievement data to identify professional development needs around problems of practice.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • Training materials • Presenters • Facilities 	<p>\$2,496,252</p> <p>Funding costs were identified and embedded in Goal 1 – ELA and Math</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • EIA-LEP • EIA-SCE • IDEA <p>Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated</p>

<p>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:</p> <p>a) All activities are handled through the Curriculum and Instruction Department for screening and approval. This ensures professional development activities are coordinated, aligned and appropriate.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Training • Duplicating Materials 	<p>\$499,250</p>	<ul style="list-style-type: none"> • Title II
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<p>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:</p> <p>a) District and site professional needs will be reviewed to ensure the activities relate to the stated needs assessments.</p> <p>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.</p> <p>c) Teacher collaboration time will focus on reviewing benchmark assessments and developing a plan of action to re-teach unmet standards.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Math Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Per diem stipends for teachers • Presenters • Support Staff • Training materials 	<p>\$832,084</p> <p>Funding costs were identified and embedded in Goal 1 – ELA and Math</p>	<ul style="list-style-type: none"> • General Fund • Title II • Title I
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<p>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:</p> <p>a) All professional development offerings are coordinated and facilitated through the Academic Office. Funding is targeted to meet teacher technology needs.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • Training materials 	<p>\$499,250</p>	<ul style="list-style-type: none"> • Title II-D
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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.):</p> <p>Professional development sessions assist teaching and learning. Workshops include but are not limited to: summer institutes, weekend and after school sessions. Professional development 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.</p> <p>Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise 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, assessments tools, etc.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Math Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • Training materials • Presenters • Facilities/ • Equipment 	<p>\$832,084</p>	<ul style="list-style-type: none"> • Title II-D <p>Funding sources identified in Goal 1 will also assist in supporting these Goal 3 objectives as they are interrelated</p>

<p>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:</p> <p>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 development offerings.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Chief Family and Community Engagement Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Director of School Family and Community Partnerships • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Teacher per diem stipends • Materials • Presenters 	<p>\$832,084</p>	<ul style="list-style-type: none"> • General Funds • Title I • Title II
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly Students with Disabilities, students with special learning needs (including students who are gifted and talented,) and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data, assessments, and analysis of student work to improve classroom practices and student learning. <p>a) The District has a clear, concise and multi-faceted plan for professional development as described above.</p>	<p>Persons Involved</p> <ul style="list-style-type: none"> • Chief Academic Officer • Family and Community Engagement Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Director of School Family and Community Partnerships • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> • Training • Parent /Community Engagement Activities 	<p>\$832,084</p>	<ul style="list-style-type: none"> • Title I • Title II • Title III • EIA-SCE • EIA-LEP • GATE • IDEA

<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Funds will be used for the following:</p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> 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 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 <p><u>Paraprofessionals</u></p> <ul style="list-style-type: none"> Training opportunities that focus on assisting in the instruction of reading/language arts and mathematics 	<p>Persons Involved</p> <ul style="list-style-type: none"> Chief Academic Officer Assistant Superintendent of Curriculum & Instruction Director of Secondary Initiatives Director of Multilingual Literacy Director of Special Education Director of Child Development Coordinator of Equity, Access & Excellence GATE Coordinator Instructional Support Team (Subject Area Training Specialists) Administrators Teachers Human Resource Representative <p>Timeline Ongoing</p>	<ul style="list-style-type: none"> Support staff salaries, Teachers per diem, Mentor per diem, Presenter fees, Training materials, SARB, Foster Youth, After School Activities 	<p>\$665,667</p>	<ul style="list-style-type: none"> Title I Title II Title III ASES
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p><i>Social, emotional, mental and physical Health:</i></p> <ul style="list-style-type: none"> • 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 or gender expression. • The District provides assistance to students and families in obtaining 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. 	<p><i>Social, emotional, mental and physical Health:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Safe Schools; Youth and Gang Violence Prevention:</i></p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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 development is offered to teachers, administrators and school staff on a wide range issues related to students' social, emotional and behavioral health. • One operational School-base Health Clinic. <p><i>Youth Engagement, Alcohol, Tobacco and Other Drug, and other Prevention and Intervention:</i></p> <ul style="list-style-type: none"> • The Youth Engagement Advisory Council (YEAC) made up of central office staff, school site personnel, parents, students and community partners who convene regularly to address how students are supported. • Youth Development Support Services (YDSS) includes: Before & After School/Out of School Time Programming; Culture and Climate; Prevention and Intervention Programs • Additional supplemental After school activities which targets high-risk students • Strong focus on the youth development framework • Strong focus on including the youth voice in district and site level decision making. • Student Leadership Conferences provide cultural awareness, access to career and college pipelines, and training for parents • Summer of Service students learn and develop leadership skills through active participation in service projects unique to 	<p><i>Youth Engagement, ATOD, and other Prevention and Intervention:</i></p> <ul style="list-style-type: none"> • Increase professional development for 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 on <p><i>Family and Community Engagement:</i></p> <ul style="list-style-type: none"> • 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 leadership development program for parents and guardians.
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<p>the needs of individual communities</p> <p><i>Family and Community Engagement:</i></p> <ul style="list-style-type: none"> • 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 nights, parenting classes, trainings and school-wide parent meetings. 	
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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 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 6th-12th 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

Peace Week: High School student led effort to promote peace as an alternative to youth violence

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

SAT- Students Against Tobacco: organize and lead tobacco awareness activities on school campuses. Engage peers in the dangers of tobacco by celebrating all TUPE Prevention Activities. Implement prevention, intervention, and promote awareness and harms of alcohol, tobacco, and drug use

REMS: Readiness, Emergency Management in Schools – Provide enhanced emergency management training to staff in an effort to build capacity in Safe Schools by identifying personnel to become "site" safety managers

Cal GRIP: Provide evidenced based programming to 4-12th grade students involved in gangs. Strategies include; Aggression Replacement Therapy, Functional Family Therapy and Project Towards No Drugs. Services will be provided through a Panacea, Services Inc.

Good Behavior Game: classroom behavior management program

Early Mental Health Initiative: in elementary schools (My Time)

Project Thrive: three-tiered mental health intervention 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

Life Skills groups: violence prevention

Peer Mediation and Conflict Mediation programs: restorative justice

Enough is Enough : provides violence prevention and gang awareness school assemblies for 4th-8th graders.

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

Operation School Bell: school supplies and basic needs

Kaiser Educational Theater: drama-based social/emotional education

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

Attendance Improvement: chronic absence project

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

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
<ul style="list-style-type: none"> • 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 • 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 • Lifeline mentoring program at two high 	<ul style="list-style-type: none"> • 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

<p>schools for youth at risk of gang involvement</p>	
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: FALL 2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _4_ % 7 th _6_ %	5 th _1_ % 7 th _1_ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _4_ % 9 th _9_ % 11 th _7_ %	7 th _1_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _1_ % 7 th _12_ %	5 th _1_ % 7 th _6_ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _14_ % 9 th _26_ % 11 th 33_ %	7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have used marijuana within		

the past 30 days will decrease biennially by:	7 th _6_ % 9 th _14_ % 11 th _16_ %	7 th _1_ % 9 th _2_ % 11 th _2_ %
The percentage of students that feel very safe at school will increase biennially by:	5 th _53_ % 7 th _16_ % 9 th _19_ % 11 th _18_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th _29_ % 9 th _22_ % 11 th _13_ %	7 th _2_ % 9 th _2_ % 11 th _2_ %
Tuancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _____ 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.	__24__%	__2__%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2007 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:	5 th _60_ % 7 th _34_ % 9 th _27_ % 11 th _35_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th 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:	5 th _67_ % 7 th _54_ % 9 th _44_ % 11 th _50_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th _21_ % 7 th _13_ % 9 th _9_ % 11 th _16_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th _59_ % 7 th _39_ % 9 th _36_ % 11 th _39_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _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	6-8	2,500		ON-GOING	
Life Skills	ATODU	6-8	2,500		ON-GOING	
Project Alert	ATOD	6-8	3,500		ON-GOING	
Project Toward No Drugs	ATOD	9-12	3,500		ON-GOING	IN USE

Minnesota Smoking Prevention Program	T				ON-GOING	IN USE
Healthy Choices/Healthy Relationships	ATDOV	9 -10	100		ON-GOING	IN USE
Caring Schools and Community	V	K-6	5500		ON-GOING	IN USE
Re-Connecting Youth		9-12	500		ON-GOING	IN USE
Aggression Replacement Therapy	V	9-12	50		N/A	IN USE
Functional Family Therapy	ATODV	7-12	50		N/A	IN USE
The Good Behavior Game	ATODV	K-5	300		March 2011	April 2011
The Incredible Years	ATODV	K-3	125		Sept 2010	Oct 2010
Early Mental Health Initiative	ATODV	K-3	336		ONGOING	ONGOING

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	After School Programs	ATODV	K-12
x	Conflict Mediation/Resolution	V	K-12
x	Early Intervention and Counseling	ATODV	K-12

X	Environmental Strategies	V	K-12
X	Family and Community Collaboration	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	7-12
X	Mentoring	ATODV	K-12
X	Peer-Helping and Peer Leaders	ATODV	K-12
X	Positive Alternatives	V	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
X	Student Assistance Programs	ATODV	K-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: Healthy Choices/ Healthy Relationships	ATODV	7-12

	Re-connecting Youth Toward No Drugs Minnesota Smoking Prevention Program 40 Developmental Assets		
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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
Smokeless School Days	T	9-12	11,241		on-going	current

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.

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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: Second Step, Project Towards No Drugs: Too Good for Drugs Life Skills, 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 2009-2010:

- 19 % of 9th graders reported being drunk or high on school property (higher than the to 13% state average, as reported in CSS 2007)
- 20% of SCUSD 7th graders, 45% of 9th graders and 59% of 11th graders reported that they had at least one drink of alcohol in their lifetime (CHKS 2009-2010)
- 6 % of 7th graders, 19 % of 9th graders, 20% of 11th graders and 45% of students from Non-Traditional schools reported using Marijuana in the 30 days prior to taking the survey (CHKS 2009-2010)
- Results from the CHKS also showed that only between 20-25 % of our students in grades 7th, 9th and 11th reported feeling very safe when they are at school. For grades 7, 9 and 11, more than one of every 10 students reported carrying a weapon such as knife or a club (not including guns).
- District wide results also indicate that 11% of 7th graders, 14% of 9th graders and 7% 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 (7th, 9th and 11th) 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, Youth Engagement Advisory Committee 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
- Students will complete pre/post tests before and after the implementation of curriculum series such as Project TND and Project Alert.
- 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 Panacea Inc., 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, Youth Engagement Advisory Council, 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. After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and enriching environment
3. Youth development initiatives such as the establishment of Youth Congress and Student Advisory Council.
4. 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.

The Family And Community Engagement (FACE) Office consists of the Youth Development Support Services, Integrated Support Services, School Family and Community Partnerships and Health Services Departments. These departments provide an integral pillar to support the Districts Strategic Plan 2010-2014 *Putting Children First*. These departments promote the academic success of students by promoting the integrated wrap around services to schools, families, community organizations, students and district staff. Staff in these departments are funded from programs such as TUPE grades 6-12 competitive grant, After School Programs, and other federal juvenile justice grants. These services, along with other federal, state and local prevention efforts are coordinated by the FACE Office.

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), parent leadership training, *Welcoming School Certification Program* (improving culture and climate of schools to be welcoming and engages parents and community members), *Parents as Partners* initiative (training parents about school academic requirements and how to help their children perform better in school), 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.edu web 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 and district wide parent meetings such as DAC, DELAC, PTA/PTO and other district parent committees.

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 Panacea Services, Inc.

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

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

Position/Title	Full time equivalent
Coordinator II, Youth Engagement Services	0.3 FTE
Youth Services Specialist	.77 FTE
Nurse	.50 FTE
Office Technician	.10 FTE

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

Planned Improvements: High School Graduation Rates, Dropouts, and Advanced Placement

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)	<u>Middle School Transition to High School</u> Director of High School Reform and Secondary Counselors meet monthly with Student and Family Coordinator to align transition services	All Secondary Students	Monthly <ul style="list-style-type: none"> Director of High School Reform Student and Family Coordinator Secondary Counselors 	Secondary Counselor Meeting Agenda	Linked Learning SLC Cohort 8 Grant General Funds
	Continue 8th grade transition counseling and HS program information to provide a clear transition to high school	All 8th Grade	Spring Semester <ul style="list-style-type: none"> Secondary Counselors High School Outreach Personnel High School Recruitment Teams Assistant Superintendent of Information Technology 	Zangle Tag to be created for documenting HS Transition Conversation	Linked Learning General Funds

	Increase awareness of informational programs that make Middle School students aware of Smaller Learning Community and Small High School options available (without attendance boundaries)	All 8 th Grade	Ongoing <ul style="list-style-type: none"> • Enrollment Center • High School Recruitment Teams 	Flyers for programs created and distributed High School Recruitment Team presentations Enrollment figures	Linked Learning Small Learning Communities
	Coordinate implementation of College Board <i>My Plan Account</i> and develop a six year plan	Grades 7-8 Students	Fall 2011/ Ongoing <ul style="list-style-type: none"> • Area Superintendents • Director of High School Reform • Coordinator of Smaller Learning Community Grant • Middle School Administration Team • Middle School Counselors • College Board Personnel 	100% of middle school students create a College Board account College Board usage reports and statistics	Linked Learning Small Learning Communities
	Invite all middle school Students to attend high school induction programs and pre-high school academic summer enrichment programs	Grades 7-8 Students	Spring Semester <ul style="list-style-type: none"> • Enrollment Center • High School Recruitment Teams 	High School induction meetings Attendance at pre-high school academic summer enrichment programs Flyers	Linked Learning Small Learning Communities

				for programs created and distributed	
	<u>High School</u> Provide all students equitable access to the rigorous program of their choice	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Coordinator of Enrollment Center • Coordinator of Access, Equity and Excellence • High School Administration teams • Coordinator of Federal and State Programs • Director of Special Education • F.A.C.E. Division 	Increased Enrollment Figures through Student Placement using P.I. and Open Enrollment Processes	General Funds
	<u>Active High School Students</u> Continue to utilize Linked Learning as our primary approach to high school reform. Work is aligned to rigorous, formal rubrics for Linked Learning pathway formation and implementation	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Director of High School Reform 	Certification Criteria for Linked Learning Pathways Completion of Linked Learning Certification Process	Linked Learning Small Learning Communities

	<u>Programs Available to High School Students</u> Continue to offer a wide variety of established models to: (n=30) ROTC (n=3) California Partnership Academies (n=11) Linked Learning Pathways (n=17) Small High Schools (n=5) IB Community at LBHS Criterion Based Programs (n=3) West Campus HISP PACE Capital City Independent Study Program (n=1) Accelerated Academy (Credit Recovery Program)	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Academic Office • Accountability Office • Director of High School Reform • School Site Administrators 	Enrollment Figures Annual Small Learning Communities Report Annual Linked Learning Report	General Funds Linked Learning Small Learning Communities
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	American Legion Continuation School				
	Smaller Learning Communities at large comprehensive high schools				
	<u>High School Programming</u> Improve scheduling of all students into small communities, based on student choice, that are rigorous academic and technical programs designed to prepare students for college degrees or post-secondary certificates and the career entry point of their choice	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Academic Office • Accountability Office • Director of High School Reform • School Site Administrators • High School Counselors • Coordinator of Career and Technical Education 	Schedule Audit Enrollment Figures Annual Small Learning Report Annual Linked Learning Report	General Funds Linked Learning Small Learning Communities
	Enroll all students in a Pathway that consists of a coherent program of study that spans at least grades 9–12 and includes at least three core academic courses	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Academic Office • Accountability Office • Director of High School Reform 	Schedule Audit Enrollment Figures Annual Small Learning Report Annual Linked Learning Report	General Funds Linked Learning Small Learning Communities

	and one technical course (or equivalent) in each grade level. By design, the curriculum is sequenced and coordinated		<ul style="list-style-type: none"> • School Site Administrators • High School Counselors • Coordinator of Career and Technical Education 		
	Transform students six year plan into an eight year college and career plan that plans for high school graduation, post-secondary completion, and career readiness	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Academic Office • Accountability Office • Director of High School Reform • School Site Administrators • High School Counselors • Coordinator of Career and Technical Education 	Counselor Data Student Data interventions in place when needed College Board Usage Reports and Statistics	General Funds, Linked Learning Small Learning Community Grant
	Provide <i>weekly collaboration time</i> for program coordination, the analysis of student work and data, curricular integration, and resolution of student problems	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Director of High School Reform • School Site Administrators 	Meeting Sign-in Sheets and Agendas	Linked Learning Small Learning Communities

	Continue to support all students by a range of services, which include supplemental instruction, tutoring, credit recovery, before- and/or after-school programs, and academic support programs	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Chief Academic Officer • Director of Youth Development • Director of Hearing and Placement Office • Coordinator of Federal and State Programs 	Supplemental Education Services Annual Reports After-School Program Reports	Title I Small Learning Community Grant General Funds
	Collect annual reports on: a-g completion rates, college enrollment data, SAT data, GPAs, CST scores (Grades 9-11), CAHSEE pass rates, graduation and dropout rates, pathway completion rates, occupational certification, proficiency through demonstration, completion of and grades in capstone technical courses, and end-of-course exams	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Director of Assessment Research and Evaluation (AR&E) • Director of High School Reform 	Annual Linked Learning Data Report Small Learning Community Report	Linked Learning Small Learning Community Grant
	Develop a graduate profile that outlines the skills, characteristics and attributes of students ready for career and	Grades 8-12	September 1, 2012 <ul style="list-style-type: none"> • Director of High School Reform • Counselors 	Graduate Profile	Linked Learning

	college success in the 21 st Century		<ul style="list-style-type: none"> • Academic Office • Secondary Principals 		
	Complete the process of redesigning our existing Senior Project Requirement to a comprehensive five year Graduation Project; that includes scaffolding from grades 8-12	Grades 8-12 Students	2011-2012 <ul style="list-style-type: none"> • Chief Academic Officer • Chief Accountability Officer • Director of High School Reform • Secondary Stake Holders 	Graduation Project	Title I Small Learning Community Grant General Funds
	Continue to monitor passage of CAHSEE and refer students for academic instruction support	Grades 10-12 Students	Ongoing <ul style="list-style-type: none"> • Director of Assessment, Research and Evaluation (AR&E) • Secondary School Site Administrators • Secondary School Counselors 	CAHSEE Passage Rates	General Funds SLC Cohort 8 Grant
	Conduct and improve a graduate survey of students for four years after high school graduation and use data collected for continuous improvement of pathways	Post-Secondary Students	Ongoing <ul style="list-style-type: none"> • Director of High School Reform • Director of Assessment, Research and Evaluation (AR&E) 	Annual Survey of High School Graduates The National Clearinghouse Survey "Student Tracker"	Small Learning Community Grant

	<u>E.L.</u> Monitor reclassification of English learners <u>Special ED</u> IEP				
5.2 (Dropouts)	Examine best practices from the extensive resources of the California Dropout Recovery Project (for example, Middle School Predictors of High School Achievement, UCD researcher Dr. Michal Kurlaender)	Students Meet At-Risk Criteria	Ongoing <ul style="list-style-type: none"> • Director of High School Reform • Director of Attendance and Dropout Prevention • High School Administrative Teams • High School Staff and Parents 	Identify at least two strategies per segment to improve student attendance	Linked Learning Small Learning Community Grant
	Implement the new Attendance, Dropout & Recovery Department, to intervene with at-risk students grades K-12	Students Meet At-Risk Criteria	Ongoing <ul style="list-style-type: none"> • Chief Accountability Officer • Director of Office of Attendance and Dropout Prevention 	S.A.R.B. (Student Attendance Review Board) S.A.R.T. (Student Attendance Review Team)	General Funds
	Identify ninth grade students missing from their previous cohort of eighth-grade students by partnering with school resource officers, community based organizations, faith	Incoming 9 th Grade Students	2011-2012 <ul style="list-style-type: none"> • Director of Assessment, Research and Evaluation (AR&E) • Secondary School Administrators 	Establish in 2011-2012 baseline of the ninth grade students missing from the previous cohort	General Funds

	based organizations, and Office of Dropout Prevention personnel		<ul style="list-style-type: none"> • Secondary School Counselors • F.A.C.E. Division 		
	Examine and implement successful strategies utilized in Baltimore Public Schools. For example, adopt effective practices such as community volunteers and school employees will make home-visits three times per school year to recover students not attending school	Students Meeting At-Risk Criteria	2011-2012 <ul style="list-style-type: none"> • Chief Academic Officer • Coordinator of Access, Equity and Excellence • Director of Attendance and Dropout Prevention • F.A.C.E. Division 	Identify at least two effective practices per segment to improve student attendance	General Funds
	Utilize local community organizations such as “Always Knocking” to make home-visits to recover students not attending school	Students Meeting At-Risk Criteria	2011-2012 <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Community Partnerships 	Create a baseline of the number of home visits and students recovered	General Funds
	Provide recovered students with individual support and guidance to earn their diploma at either a comprehensive or small high school and/or an alternative education setting	Grades 8-12 Students Meeting At-Risk Criteria	Ongoing <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment 	Due to a realignment of central office dropout and recovery personnel, a 2011-2012 baseline will be established for students served	Title I

	Implement a central Enrollment Center to standardize enrollment and exit procedures for all students, in conjunction with ARE, the Office of Dropout Prevention and Student Hearing and Placement Department	K-12 Students	Ongoing <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment • Director of Assessment, Research and Evaluation 	A 2011-2012 baseline will be established for students served through the Central Enrollment Center	General Funds
	Utilize ARE's position as CALPADS administrator and their 2011-2012 plan to process data on an ongoing basis to determine lost transfers and potential dropouts	K-12 Students	Ongoing <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment 	Establish a 2011-2012 baseline of Transfers and Potential Dropouts	General Funds
	Develop an Administrative Regulation with wide-spread stakeholder input that stipulates student drop procedures for all school sites at all levels	K-12 Students	2011-2012 <ul style="list-style-type: none"> • Executive Cabinet • Chief Accountability Officer • Director of Office of Attendance and Dropout Prevention 	Evidence of Adopted Administrative Regulation	General Funds

	Develop a systemic process to generate a monthly district-wide exit list and provide students with multiple alternatives to earn a diploma	Grades 8-12 Students Meeting At-Risk Criteria	2011-2012 <ul style="list-style-type: none"> • Director of Assessment, Research and Evaluation • Director of Attendance and Dropout Prevention. • Director of Student Hearing and Placement • Coordinator of Central Enrollment 	Evidence of Developed Systemic Process Monthly Reports	General Funds
	Coordinate intervention services for at-risk students at school sites, based on the following indicators: -Attendance -Behavior -Grades -Establish criteria and generate a list of students who meet at-risk indicators	All Pre K-12 Students	Ongoing <ul style="list-style-type: none"> • Assessment, Research and Evaluation • Director of Attendance and Dropout Prevention • The Connect Center 	By 2011-2012 identify the needed interventions and supports by school site utilizing current attendance rate, behavioral data and grades or other areas of need	General Funds
	Utilize Transcript Evaluation Services (T.E.S.) through the University of California system as a way to identify all high	Grade 9 Students	2011-2012 <ul style="list-style-type: none"> • Assessment, Research and Evaluation Department 	Evidence of district - wide ninth grade T.E.S. assessment and baseline data and students scheduled in credit	Small Learning Community Grant

	school students that have failed one semester course or more and immediately schedule them as a priority student for intervention		<ul style="list-style-type: none"> • Director of High School Reform • High School Administration Teams • High School Counselors • University of California Davis Personnel 	recovery intervention	
	Utilize different school models for intervention: Capital City Independent School, American Legion Continuation School, Sacramento Accelerated Academy (on-line program), Success Academy and Adult Education programs	Grades 4-12 Students	2011-2012 <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment 	Enrollment Data on Alternative Programs	General Funds
	Utilize online credit recovery program at each of the high school sites	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • High School Administration Teams • High School Counselors 	Data on credit recovery enrollment and credit accumulation	General Funds Linked Learning
	Continue to utilize the Connect Center which provides access to wrap around services for families in need of health	All Pre K-12 Students	Ongoing <ul style="list-style-type: none"> • Director of Integrated Support Services 	The Connect Center Annual Report	Cal Endowment and Kaiser

	and psychological services		<ul style="list-style-type: none"> • Connect Center • Social Workers • Nurses • Psychologists • Community-based Organizations 		
	Continue the IEP process which monitors and adjusts programs to ensure academic success for Special Education students	All K-12 Special Education Students	Ongoing <ul style="list-style-type: none"> • Director of Special Education • School Administration Teams 	Special Education Annual Reports Special Education Annual Graduation Rate	IDEA AB 602
	Increase school to home communication via the student information system which communicates with parents regarding student progress	All K-12 Students	Ongoing <ul style="list-style-type: none"> • Assistant Superintendent of Information Technology • School Administration Teams 	System Reports - Student Information System	General Funds
	Implement re-entry workshops and orientation sessions and provide information to families in home languages when appropriate	Students Meeting At-Risk Criteria	2011-2012 <ul style="list-style-type: none"> • Director of Attendance and Dropout Prevention • Matriculation and Orientation Center 	Establish a 2011-2012 baseline of students recovered through the re-entry workshops and orientation sessions	General Funds
5.3 (Advanced Placement)	Administer PSAT to all 10 th and 11 th grade students. Results will be	Grade 10 & 11 Students	Ongoing <ul style="list-style-type: none"> • Academic Team • GATE Coordinator 	Annual PSAT Reports	GATE

	used to determine who has "AP / IB Potential". (Waive PSAT fee for all 10th grade students)		<ul style="list-style-type: none"> Assessment, Research & Evaluation Accountability Office HS Administration Teams 		
	Utilize the Summary of Answers and Skills (SOAS) report to identify specific areas where students are struggling and provide intervention	Gate 9-12 Students	Ongoing <ul style="list-style-type: none"> Assistant Superintendent of Curriculum and Instruction GATE Coordinator Site Administrators AP School Team Counselors & Teachers 	Establish a tag in Zangle database to ensure every student has a college and career plan	General Funds if available, GATE funds if available
	All students have access to and are encouraged to enroll in Advanced Placement (AP) or International Baccalaureate (IB) coursework: not solely based on teacher recommendation	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> Gate Coordinator AP School Team Assistant Superintendent of Curriculum and Instruction Site Administrators Counselors 	Create a database of potential AP/ IB students. Number of students tested. Enrollment in AP/ IB courses. Use College Board expectancy tables to set threshold scores for each AP course	GATE
	Recruit students historically under-represented in AP or IB courses. Provide	Grades 9-12 students	2011-2012 <ul style="list-style-type: none"> GATE Coordinator AP School Team 	Number of students enrolled in AP / IB classes will increase by 10% per year	Small Learning Community Grant

	ongoing monitoring in AP or IB participation and AP / IB test participation		<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum and Instruction • Site Administrators • Counselors • Teachers 		
	Offer a rigorous AP/IB curriculum in all instructional levels at every high school that participates in weighted grading	Grades 9-12 Students	2011-2012 <ul style="list-style-type: none"> • GATE Coordinator • AP School Team • Assistant Superintendent of Curriculum and Instruction • Site Administrators • Counselors • Teachers 	Number of students enrolled in AP/IB classes will increase by 10% per year	Small Learning Community Grant
	Establish common student practices for “My College Quick Start”, a personalized online college and career planning kit	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Assistant Superintendent of Curriculum and Professional Development • GATE Coordinator • AP school site team • Secondary School Site Administrators • Secondary Counselors 	Master schedules reflect AP course offerings at all instructional levels. Utilize multiple College Board analyses to ensure every student takes at least one AP or IB course; use College Board expectancy tables to set threshold scores for each AP course	General Funds if available GATE funds if available

	<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 <ul style="list-style-type: none"> • GATE Coordinator • Secondary School Site Administrators • AP / IB school site team • Secondary Counselors • Secondary School Teachers 	College Board report - SOAS	Small Learning Community Grant General Funds if available, GATE funds if available
	Require every AP / IB teacher to attend a summer institute before teaching their first AP / IB course	Grades 9-12 students	Ongoing <ul style="list-style-type: none"> • Director of High School Reform • UC Davis California Subject Matter Project 	UC Davis California Subject Matter Project Sign-In Sheets	Small Learning Community Grant
	Expand the number of AP/IB teachers who attend AP /IB summer institutes to ensure that students receive AP level instruction and increase their chances to pass the AP/IB exam	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> • Director of High School Reform 	College Board Enrollment Receipt	Small Learning Community Grant

	<u>Support</u> Designate a coordinator at each high school to provide ongoing support for the: implementation of the academic AP/IB program, support for students and teachers, enhance the AP /IB program	Grades 9-12 Students	Ongoing <ul style="list-style-type: none"> Coordinator of the Small Learning Community Grant 	Meeting Sign-in Sheets and Agendas	Small Learning Community Grant
	Establish an AP/IB Leadership Committee by Fall of 2011	Grades 9-12 Students	2011-2012 <ul style="list-style-type: none"> GATE Coordinator AP/IB Teachers Counselors Stakeholders 	AP/IB Leadership Committee Sign-in Sheets	Small Learning Community Grant.
	Implement a district-wide AP / IB marketing and recruitment campaign by 2011-2012	Grades 9-12 Students	2011-2012 <ul style="list-style-type: none"> Chief Communications Officer GATE Coordinator AP / IB Leadership Committee AP / IB Teachers Counselors Stakeholders 	Marketing Material (flyers, electronic communications, etc.) Enrollment in AP/ IB Courses	Small Learning Community Grant
	Conduct parent orientation meetings twice per school year to discuss AP / IB	Grades 9-12 Students	2011-2012 <ul style="list-style-type: none"> Chief Communications 	Parent Sign-in Sheets with student identifier and home school	Small Learning Community Grant

	opportunities and provide student-family counseling regarding advanced placement		Officer <ul style="list-style-type: none"> • GATE Coordinator • AP / IB Leadership Committee • AP/IB Teachers • Counselors • Stakeholders 		
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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:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Identified Measure:</p> <ul style="list-style-type: none"> • Number of children eligible for Free/Reduced Price Lunch programs
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>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.</p>

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:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically 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 experience difficulty mastering state standards. 	<p>a) Each site will conduct a needs assessment that takes into account, at minimum, the California Standards Test, STAR writing assessment, CELDT, curriculum embedded assessments, teacher assessments, end-of-course exams, GPA, graduation credits, AP participation, CAHSEE, attendance data, professional development surveys and parent and student participation surveys as applies.</p> <p>b) Sites will use strategies based on scientific research that:</p> <ol style="list-style-type: none"> 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 an 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. <p>c) Staff will meet NLCB "Highly Qualified Teacher" requirements</p> <p>d) Provide continuous professional development opportunities for teachers, administrators, para-professionals, parents and support</p>

	<p>staff with a focus on assisting students in mastery of state content standards and graduation requirements.</p> <p>e). Institute effective parent engagement strategies which:</p> <ol style="list-style-type: none"> 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. ConnectEd, eConnections, website, etc.) 5. provides workshops and events for families (e.g. family literacy nights, community events) <p>f) Coordinate local, state and federal funding to implement a comprehensive school-wide program at each site</p> <p>g) Refer eligible homeless students to the Parker Avenue Resource Center</p> <p>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.</p> <p>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.</p> <p>Services provided:</p> <ul style="list-style-type: none"> • Information and referral • Assessment and evaluation • Service coordination individual and family counseling
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	<ul style="list-style-type: none"> • Youth and parent groups • Training and education • Crisis intervention • Health insurance enrollment <p>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</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>None of the SCUSD schools are Targeted Assistance Schools.</p>

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

	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: <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	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: <ul style="list-style-type: none"> • 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 behavior and social interventions. Alternative schools work in coordination with the school of residence to promote successful re-entry and transition support. Referral and placement at Community Day School (e.g. Success

	<p>Academy) for case management of students who need support with behavior and social interventions. Community Day schools work in coordination with the school of residence to promote successful re-entry and transition support.</p> <p>The Foster Youth Services (FYS) Department will implement academic, social emotional and transitional supports for neglected or delinquent children and other foster youth. Students will be referred to FYS by school sites, county office of education and county child welfare departments. Students and parents can also self-refer. Services to neglected and delinquent youth will include but not be limited to:</p> <ul style="list-style-type: none"> • Enrollment and placement support • AB 490 compliance • Tutoring • Case Management & Counseling • Emancipation and Transitional Services
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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:
<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Utilized an external, School Quality Review (SQR) process, which is one part of the district's program for school development and improvement. It is an external, unbiased validation of the school's work and qualities that includes site and class observations, staff and parent interviews, data review and core program implementation analysis, recommendations for improvement. This review is designed to enable and assist: <ul style="list-style-type: none"> ○ The district to have a clear picture of the quality of education provided in their schools

<p>that will address the problems that got the school identified as PI and will get the school out of PI.</p> <ul style="list-style-type: none"> • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<ul style="list-style-type: none"> ○ Schools to have a clear view of their strengths, areas for development, challenges and successes <p>The SQR process begins with a Self Evaluation Form, a comprehensive tool that addresses family and student perceptions of the school, student achievement in core subjects, quality of learning and teaching, alignment of curriculum to state standards, effectiveness of school leadership, school culture and climate, and partnerships with family and community. The results enable schools to identify priorities for improvement, which are used to develop the SDIP.</p> <ul style="list-style-type: none"> • Provide training and technical assistance to schools in developing the SDIP (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 SDIP • Provide targeted, on-going professional development in ELA and Math with a focus on meeting the needs of EL, SWD, and other low performing students as identified in the SDIP • 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 SDIP • Design The Superintendent Priority Schools, as a measure to address the chronic under performance of some of our lowest performing schools. The Priority Schools are "turnaround" schools and are designed to put the schools on a trajectory for high performance. • Assign ELA and Math Training Specialists to high needs schools to provide targeted, on-going, job-embedded professional development 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
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	<p>providing constructive feedback and support.</p> <p>The Office of School, Family and Community Partnerships (SFCP) provides information, training and technical assistance to the District's Program Improvement Schools to assist them to develop capacity for meaningful parent engagement.</p> <p>Among the supports offered by the SFCP Office to PI Schools includes:</p> <ul style="list-style-type: none"> • Assistance on the development of the School Level Parent Involvement Policy and School Compact. • Workshops offered to schools on topics such as Parent Teacher Conferences, How to Read a Report Card, What your Child Should Know by Grade Level. • A nine workshop program called Parents as Partners in Schools designed to help parents become more effective leaders in their schools and to support their children's education (offered in five PI Schools in 2011). • The Welcoming Schools Certification Program designed to help schools develop family friendly environments that encourages parent engagement (offered in six schools in 2011 and will be implemented in all PI schools by 2014.) • The Epstein Partnership Schools Program which provides training and technical assistance to schools on developing their parent engagement program. • The School, Parent and Community Partnership Leadership Program, a district level program, designed to engage parents educational issues and policy. • Annual Leadership Conferences in School, Family and Community Partnerships. (This year's conference was called, "Family Engagement to Raise Student Achievement). • The District Parent Resource Center Initiative. Through the District Parent Resource Center staff, schools receive supports to establish a parent resource center in their school sites. The District Parent Resource Center offers technical
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	<p>support, referral information through monthly meetings called Parent Information Exchange (PIE), and workshops and resources to help parents, teachers develop more effective school-family partnerships. As of 2011, 43 school centers have established a Parent Resource Center.</p> <ul style="list-style-type: none"> • The Sacramento Goes Back to School Campaign is a first day of school celebration to welcome all families at the start of a new school year. The campaign assist schools to decorate their schools with welcoming signs, and provides them with booklets to hand out to parents on how they can remain involved in their children's education. • The Family Academy, a project scheduled to start in 2011-2012 school year, will provide parents with workshops, classes, and family learning activities offered by district departments or through our business and city and non-profit partners in Sacramento. • Through the District Advisory Council, the SFCP Office provides parents with supports to assist them in understanding how to understand and participate in the development of their Title I and State Compensatory Programs. <p>The SFCP Office in partnerships with other departments provides an annual training to parents in School Site Council requirements and obligations.</p>
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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	<p>Upon a site's identification of Program Improvement the district will:</p> <ul style="list-style-type: none"> • Send PI notification letters to the parents of eligible students offering the Public School Choice option and providing parents

the right to receive supplemental services.	<p>the opportunity to select the school of choice.</p> <ul style="list-style-type: none"> • 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.	<p>In the event a school site is identified as Program Improvement, Year 2 (and beyond) the district will:</p> <ul style="list-style-type: none"> • Notify parents through letters, ConnectEd, flyers, and parent fairs, SES program brochure and website • Coordinate parent choice of enrollment and placement into SES by working collaboratively with SES providers and school sites • The district will: • 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

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>Professional development, mentoring, and coaching support for teachers, administrators and other staff</p>

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	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.
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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:
<p>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:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> ○ 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 ○ The district staff will attend meetings of DAC, DELAC, Indian Education Advisory Committee, to share and seek input ○ 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 ○ Implementation of strategies and policies to ensure that highly qualified teachers serve the most at-risk school and students ○ Provisions of professional development 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
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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 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 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.

Print Name of Superintendent

Signature of Superintendent

Date

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
(if applicable)

Date

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

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

Date

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
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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