

California Department of Education
School and District Accountability Division

(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): West Contra Costa Unified School District

County/District Code: 07 61796

Dates of Plan Duration (should be five-year plan): July 1, 2009 – June 30, 2014

Date of Local Governing Board Approval: April 1, 2009

District Superintendent: Bruce Harter

Address: 1108 Bissell Ave

City: Richmond

Zip code: 94801

Phone: (510) 231-1101

Fax: (510) 236-6784

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

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

Bruce Harter

3/9/2009

Printed or typed name of Superintendent

Date

Signature of Superintendent

Audrey Miles

3/9/2009

Printed or typed name of Board President

Date

Signature of Board President

TABLE OF CONTENTS

Part I: Background and Overview.....	1
Federal and State Programs Checklist	2
District Budget for Federal Programs	3
District Budget for State Programs	5
Part II: The Plan	6
District Profile.....	6
Needs Assessments	7
Academic Performance and Demographic Data.....	7
Teacher Quality Professional Development and Hiring	12
SB472 and AB 430 Completion Rates.....	12
Local Measures of Student Performance	13
Performance Goal 1 Reading	15
Performance Goal 1 Math.....	27
Performance Goal 2	37
Performance Goal 3	47
Performance Goal 4	57
Performance Goal 5	67
Additional Mandatory Title I Descriptions.....	72
Part III: Assurances and Attachments.....	76
Assurances	77
Signature Page	85

Part I: Background and Overview

Federal and State Programs Checklist

	Federal Programs
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
X	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
	Title III, Immigrants/EIA
X	Title IV, Part A, Safe and Drug-Free Schools and Communities
	Title V, Part A, Innovative Programs
X	Adult Education/Fund 11
X	Music/Arts Block Grants
X	McKinney-Vento Homeless Education
X	IDEA, Special Education
X	21 st Century Community Learning Centers
X	Other (describe): Counseling Grants
X	Other (describe): ELAP
X	Other (describe): PE Teacher Incentive
X	Other (describe): EETT Competitive Grant
X	Other (describe): QEIA

	State Programs
X	EIA – State Compensatory Education
X	EIA – Limited English Proficient
	State Migrant Education
X	School Improvement – SAIT Corrective Action
X	Child Development Programs/Fund 12
	Educational Equity
X	Gifted and Talented Education
X	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Tenth Grade Counseling/Block Grant RE 7390
X	Healthy Start
X	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	Other (describe): TUPE 9-12
X	Other (describe): Alternative Cert for Interns
X	Other (describe): Paraprofessional Teacher Training
X	Other (describe): BTSA/Teacher – Retention Blk Grant
X	Other (describe): AB 75 Principals Training
X	Other (describe): AB466 Reading/Math
X	Other (describe): Peer Assistance Review

District Budget for Federal Programs

	Current Year District Entitlements, 08-09	Prior Year District Carryovers, 07- 08	08-09 Projected Direct Services to Students at School Sites	08-09 Projected Direct Services to Students at School Sites (%)
Federal Programs				
Title I, Part A	\$9,423,125.00	\$1,917,529.00	\$9,639,555.90	85%
Title I, Part B	-	-		
Title I, Part C	-	-		
Title I, Part D	-	-		
Title II Part A	\$2,019,217.00	\$832,516.00	\$1,276,388.00	48%
Title II, Part D	\$89,033.00	\$29,228.00	\$88,695.75	75%
Title III	\$948,575.00	\$725,638.00	\$1,640,728.74	98%
Title III	-	-		
Title IV, Part A	\$143,881.00	\$44,241.00	\$114,754.42	61%
Title V, Part A	\$0.00	\$0.00		
Adult Education Fund 11:				
ABE/ESL (Resource 3905)	\$118,247.00	\$0.00	\$94,597.60	80%
ASE/GED (Resource 3913)	\$21,048.00	\$0.00	\$15,996.48	76%
Family Literacy (Resource 3912)	\$112,400.00	\$0.00	\$85,424.00	76%
EL Civics (Resource 3926)	\$40,251.00	\$0.00	\$30,590.76	76%
Career Technical Education	\$0.00	\$19,583.00		
McKinney-Vento Homeless Education	\$135,000.00	\$0.00	\$101,250.00	75%
IDEA:				
Local Assistance (Resource 3310/3311)	\$5,678,987.00	\$4,178.00	\$5,114,848.50	90%
Preschool Grants (Resource 3315)	\$333,419.00	\$6,023.00	\$305,497.80	90%
Preschool Local Entitlement (Resr 3320)	\$514,474.00	\$125,254.00	\$575,755.20	90%
Preschool Staff Development (Resr 3345)		\$1,807.00	\$1,626.30	90%
Early Intervention (Resource 3385)	\$83,664.00	\$0.00	\$75,297.60	90%
Focused Monitoring (Resource 3386)	\$0.00	\$35,252.00	\$31,726.80	90%
21st Century Community Learning Centers	\$1,975,325.00	\$536,523.00	\$2,135,070.80	85%
TOTAL	\$21,636,646.00	\$4,277,772.00	\$21,327,804.65	82%
State Programs				
EIA	-	-		
EIA – LEP	\$6,213,832.00	\$3,143,000.00	\$8,421,148.80	90%
State Migrant Education	-	-		
S&LIBG	\$1,954,448.00	\$396,461.00	\$2,021,781.74	86%
Child Development Programs	\$2,529,258.00	\$0.00		
Educational Equity	-	-		
GATE	\$188,850.00	\$19,414.00	\$104,132.00	50%
Prop 99	-	-		
HPSGP	\$1,212,400.00	\$79,316.00	\$1,097,958.60	85%
AB 1113	-	-		
Supp School Counseling	\$910,383.00	\$1,359,892.00	\$2,111,355.75	93%

	Current Year District \Entitlements, 08-09	Prior Year District Carryovers, 07-08	08-09 Projected Direct Services to Students at School Sites	08-09 Projected Direct Services to Students at School Sites (%)
Healthy Start	\$0.00	\$419,054.00	\$377,148.60	90%
SB 65	\$0.00	\$0.00		
Teacher Recruitment	\$0.00	\$421,579.00	\$164,415.81	39%
English Langue Acquisition	\$324,140.00	\$431,453.00	\$702,701.49	93%
PDBG	-	-		
PDR&M	-	-		
BTSA	\$620,052.00	\$381,089.00	\$0.00	0%
IMFRP	\$2,089,589.00	\$0.00	\$2,089,589.00	100%
QEIA	\$5,319,000.00	\$3,419,362.00	\$8,039,293.04	92%
Special Education (Resource 6500)	\$18,217,840.00	\$7,416.00		
Art & Music Block Grant	\$489,661.00	\$814,092.00	\$1,173,377.70	90%
Agriculture Vocational Education	-	-		
CAHSEE Intensive Instr./Serv.	\$401,018.00	\$240,252.00	\$596,381.10	93%
Home to School:				
Home to School Transportation (Resr 7230)	\$444,823.00	\$0.00		
Special Ed Transportation (Resr 7240)	\$1,732,657.00	\$0.00		
AB 825 Pupil Retention Block Grant	\$1,438,256.00	\$293,906.00	\$1,264,478.26	73%
AB 825 Professional Dev.Block Grant	\$1,623,483.00	\$0.00	\$1,623,483.00	100%
AB 825 School & Library Improv.	\$1,956,914.00	\$396,461.00		
Lottery-Instructional Materials Prop 20	\$501,600.00	\$603,557.00	\$1,105,157.00	100%
USDA: Rural Development	-	-		
TOTAL	\$48,168,204.00	\$12,426,304.00	\$30,892,401.89	51%

District Budget for State Programs

Part II: The Plan

District Profile

District Demographics

Located on the northeast edge of the San Francisco Bay Area, the West Contra Costa Unified School District (WCCUSD) serves approximately 31,000 students in five cities—Richmond, El Cerrito, San Pablo, Pinole, and Hercules—and six unincorporated areas, including Kensington, El Sobrante, and North Richmond. WCCUSD is the 31st largest school district in California with 20 pre-schools, 37 elementary schools, seven middle schools, six comprehensive high schools, seven alternative high schools, one independent study school, and four charter schools. Sixty percent of our students are eligible for the school lunch program. Our culturally diverse student population consists of 45 percent Latino, 23 percent African American, 11 percent white, 10 percent Asian, and 5 percent Filipino students, with other ethnicities making up the remaining enrollment. More than 80 languages are spoken within our 65 square-mile jurisdiction. In 2007-08, 10,418 of our students—approximately 32 percent—are English learners (ELs). About 81.6 percent of these are Spanish-speakers. The next largest language groups with at least one percent EL populations are: Filipino (2.9 percent), Mien (2.3 percent), Punjabi (1.8 percent), Vietnamese (1.7 percent), Arabic (1.5 percent), and Cantonese (1.0 percent). Our 26 schools eligible for Title I funding in 2007-08 include 21 elementary schools, 3 middle schools, and 2 high schools.

Vision Statement

The Board of Education updated and approved WCCUSD's Strategic Plan in May 2006. The District's seven strategic goals—Student Achievement, Accountability for All, Equity, Safety, Community Engagement, and Stewardship – serve as the basis for all District operations to which each school and department plan is aligned. In addition, the District leadership believes that the Equity goal is the lens through which all other strategic goals viewed and implemented.

WCCUSD's mission statement is as follows:

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

Needs Assessments

Academic Performance and Demographic Data

Table 1 shows the District’s API growth over the last three years by statistically significant sub-group. District-wide growth was 22 points over three years with a 2008 API of 682. The underperforming sub-groups (see table 2) are African American, Hispanic, Socio-Economically

Table 1: Academic Performance Index Growth, by Ethnicity

Grade Level	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 20,863	3	11	8	10	10	10
African American, 4,783 - 23%	4	10	13	10	10	10
Asian, 2,174 - 10%	1	9	1	10	10	10
Filipino, 1,196 - 6%	9	9	2	10	10	10
Hispanic, 9,386 - 45%	5	15	6	10	10	10
Pacific Islander, 140 – 1%	35	3	-5	10	10	10
White, 2,298 – 11%	4	2	10	10	10	10
SED, 13,584 – 65%	9	16	9	10	10	10
English Learners, 8,537 – 41%	9	16	10	10	10	10
Students w/ Disabilities, 2,453 – 12%	1	10	29	10	10	10

Disadvantaged, English Learners (EL), and Students with Disabilities (SWD). These sub-groups grew by 27, 26, 34, 35, and 40 points, respectively. All of the at-risk sub-groups demonstrated more substantial growth than the general population in WCCUSD. However, to meet future AYP targets these populations will

need to grow at a significantly higher rate.

Tables 2 and 3 show the percent proficient in English Language Arts (ELA) and math by ethnicity. Some trends that are significant are that the SWD sub-group has improved from 14.9% to 24.6% of students at proficient in ELA and 17.6% to 27.7% of students at proficient in math. While the SWD sub-group has shown strong growth, the African American and English Learner sub-groups have had three year AYP growth of under 5%. These two at-risk sub-groups need to make percent proficient increases of nearly 20 points per sub-group for the 08-09 school year followed by another 10 point increase the following year. This is a very formidable task considering these sub-groups have grown an average of five points over the last three years.

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

Grade Level	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 20,863	34.3	36.2	37.7	45.5	56.4	67.3
African American, 4,783 - 23%	24.0	26.9	27.8	45.5	56.4	67.3
Asian, 2,174 - 10%	52.8	55.1	56.2	45.5	56.4	67.3
Filipino, 1,196 - 6%	57.6	58.8	58.8	45.5	56.4	67.3
Hispanic, 9,386 - 45%	25.8	27.3	29.0	45.5	56.4	67.3
Pacific Islander, 140 – 1%	40.7	43.5	40.2	45.5	56.4	67.3
White, 2,298 – 11%	56.8	57.9	58.8	45.5	56.4	67.3
SED, 13,584 – 65%	24.9	27.5	28.8	45.5	56.4	67.3
English Learners, 8,537 – 41%	23.0	24.5	27.0	45.5	56.4	67.3
Students w/ Disabilities, 2,453 – 12%	14.9	18.3	24.6	45.5	56.4	67.3

Table 3: CST % Proficient, Mathematics, by Ethnicity

Grade Level	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 20,863	37.9	40.0	41.3	45.5	56.4	67.3
African American, 4,783 - 23%	23.7	25.3	27.6	45.5	56.4	67.3
Asian, 2,174 - 10%	59.4	60.3	60.8	45.5	56.4	67.3
Filipino, 1,196 - 6%	58.7	60.5	61.2	45.5	56.4	67.3
Hispanic, 9,386 - 45%	32.5	35.7	36.4	45.5	56.4	67.3
Pacific Islander, 140 – 1%	47.0	45.4	42.9	45.5	56.4	67.3
White, 2,298 – 11%	55.0	55.4	56.7	45.5	56.4	67.3
SED, 13,584 – 65%	30.9	34.2	35.0	45.5	56.4	67.3
English Learners, 8,537 – 41%	32.8	36.0	37.3	45.5	56.4	67.3
Students w/ Disabilities, 2,453 – 12%	17.6	21.7	27.7	45.5	56.4	67.3

Table 4: 07-08 10th Grade CAHSEE % Passing, by Sub Group

Grade Level	ELA	Math		Grade Level	ELA	Math
District-wide, 2130	66%	66%		District-wide, 2130	66%	66%
African American	57%	51%		SED	58%	61%
Asian	79%	81%		English Learners	34%	49%
Filipino	87%	85%		R-FEP	97%	91%
Hispanic	60%	64%		Students w/ Disabilities	29%	20%
Pacific Islander	89%	68%		Male	63%	66%
White	86%	85%		Female	70%	66%

Table 4 shows the CAHSEE pass rate by sub-group for the most recent years available. The District average is 66% in both 05-06 and 06-07. The African American and English Learner sub-group pass rates in 06-07 are both below the District average with passing rates of 51% and 49%, respectively.

Table 5 shows the CST percent proficient by grade level. Math results are not included after 8th grade because math scores are not provided as a grade level test; but rather, as subject specific tests. Note: The percentage of students scoring at proficient in Language Arts decreases as the grade level increases.

Table 5: CST % Proficient, by Grade Level

Grade Level	Language Arts			Math		
	05-06	06-07	07-08	05-06	06-07	07-08
2 nd	37	43	43	48	52	53
3 rd	27	28	30	49	50	55
4 th	38	41	46	45	50	52
5 th	33	34	38	39	42	45
6 th	29	31	35	32	31	33
7 th	28	32	33	26	26	27
8 th	26	29	29			
9 th	31	33	36			
10 th	27	27	28			
11 th	27	28	28			

Note: The percentage of students scoring at proficient in Language Arts decreases as the grade level increases. While 37% of 2nd graders are at proficient, the percentage steadily declines with a few exceptions. In contrast to 2nd grade, 27% of 11th graders scored at proficient.

The trend is similar in math. 53% of 2nd graders are at proficient. That number decreases each year with 27% of 7th graders at proficient.

Note: This data does not reflect longitudinal growth.

Table 6: Language Census Data

	Spanish	Filipino	Mien	Vietnamese	Punjabi	Arabic	All Other non English	EL Totals	% of Total
Kdgn.	1,049	24	21	20	18	12	35	1,279	12.3
Grade 1	1,068	36	24	29	16	22	18	1,317	12.6
Grade 2	924	36	25	26	18	12	14	1,156	11.1
Grade 3	777	17	16	18	14	15	12	938	9
Grade 4	743	28	13	12	18	10	7	882	8.5
Grade 5	642	22	11	7	9	11	4	744	7.1
Grade 6	559	18	13	9	9	18	7	661	6.3
Grade 7	471	19	16	10	10	10	5	575	5.5
Grade 8	504	19	12	11	9	7	3	599	5.7
Grade 9	587	18	15	14	13	10	3	705	6.8
Grade 10	512	25	22	6	15	6	6	630	6
Grade 11	416	24	17	8	12	6	3	520	5
Grade 12	321	25	9	8	8	4	6	412	4
Ungr.	0	0	0	0	0	0	0	0	0
Total	8,573	311	214	178	169	143	123	10,418	100%
% of Total	82.3	3	2.1	1.7	1.6	1.4	1.2	100%	

Table 6 shows the Language Census data. This data shows that the majority of ELs have Spanish as their primary language.

Table 7: Grade 9-12 Dropout Rate Statistics, 07-08

	Grade 9-12 Dropout Total	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12, 4 Year Dropout Rate
District-wide	799	28	124	895	35.0%
American Indian	4	0	0	4	62.5%
African American	277	13	39	303	41.5%
Asian	62	0	10	72	23.0%
Filipino	25	0	2	27	17.2%
Hispanic	317	10	54	361	39.4%
Pacific Islander	12	0	0	12	58.6%
White	17	3	15	97	30.1%

Table 7 shows the Grade 9-12 dropout rates. The most important statistic on this table is the African American and Hispanic Adjusted 4 Year Dropout Rate of 41.5% and 39.4%. The Adjusted Drop Out Rate is derived from taking the Drop Out Rate, adding those students who re-enroll and then subtracting those students who said they were transferring to another school district, but never did (Lost Transfers).

Table 8: Expulsion, Suspension, and Truancy Data, 05-06, 06-07, 07-08

	Enrollment	Number of Truant Students	Truancy Rate	Suspensions for Violence/Drug	Non violent Suspensions
07-08	30,879	14,212	46.02%	2,477	6,862
06-07	31,412	14,178	45.14%	2,370	6,788
05-06	32,197	11,824	36.72%	2,790	8,445

Table 8 highlights truancy data. Non-violent suspensions have declined dramatically since the 05-06 school year.

Teacher Quality Professional Development and Hiring

Stability of Teaching Staff

A strong consensus exists that high priority schools do not have a stable instructional staff. The teacher / principal DAS focus group rated the following as two of their lowest areas:

The LEA recruits, selects, places, supports, monitors and evaluates principals such that students in greatest need of academic support receive the best principals.

The LEA works with the teachers' association to implement strategies to ensure that underperforming schools are staffed with a stable and highly qualified teacher staff.

These two statements were both assigned a score of 1.7 out of 4 points possible.

Also significant is the trend for effective teachers to transfer out of underperforming schools after one or two years.

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

The analysis of staffing strongly indicates that many high poverty secondary schools are staffed with more non-highly qualified or under-prepared teachers than low poverty, low minority and higher achieving schools. The highest poverty middle school, Helms Middle, has an 82.25% poverty rate, the highest of the district's middle schools. Although 85% of its teachers are classified as highly qualified, 9% of those teachers are interns. Thus, only 76% of its teachers are fully credentialed. Pinole Middle School, with a 48.26% poverty rate has 78% of its teaching staff highly qualified. Elementary schools have a 100 % rate of highly qualified teachers.

Particular Groups of Teachers Who Need Particular Attention (Hard-to-Staff Classrooms):

An analysis of classes taught by under-qualified teachers indicates that mathematics and science teachers at DeJean Middle School, Richmond and Kennedy High Schools, the high poverty schools, need particular attention and need to be the focus of assistance in becoming HQT and fully credentialed. Consistently, these high poverty schools have not met their Annual Yearly Progress (AYP) for the student population as a whole or for its subgroups.

SB472 and AB 430 Completion Rates

Tables 9 and 10 show SB472 and AB430 completion rates for teachers and administrators. The data shows that a significant percentage elementary teachers and administrators have completed the training, particularly in ELA. At elementary math and at middle and high school in both subject areas the completion rate is very low. As demonstrated in both tables, there is a need for the district to update the reporting system for this data. Since it is nearly impossible that 152% of teachers have completed the SB472 training, it is assumed that the district has included in their totals employees that have left the district and/or those who have completed the training twice.

Table 9: SB472 Completion Rates

	ES		MS		HS	
	ELA	Math	ELA	Math	ELA	Math
# of Teachers	857	857	88	55	137	103
# completed SB472 / AB 466	1300	75	33		24	
% completed SB472 / AB 466	152%	9%	38%	0%	18%	0

Table 10: AB 430 Completion Rates

	ES		MS		HS	
	ELA	Math	ELA	Math	ELA	Math
# of Administrators	39	39	17	17	27	27
# completed AB 430 / 75	45	9	7	3	6	
% completed AB 430 / 75	115%	23%	41%	18%	35%	0%

Local Measures of Student Performance

District Math assessments are administered in Kindergarten through Algebra II. These tests were created locally to match the district and California Content Standards. Standards-based assessments have been or are in the process of being developed by district teachers for Preschool to Geometry. These assessments will cover identified essential standards and will be given five to six times a year. Teachers have also identified common misconceptions for incorrect answers. The tests were created on EduSoft and student answer sheets are scanned within 24 hours so that teachers have immediate feedback and can regroup for re-teaching. Teachers can use the computer generated reports to target their instruction to specific students and on specific skills.

All students are monitored for progress in Language Arts. Open Court Reading is used in Kindergarten through Grade Five classrooms and Unit/SCOE Open Court assessments are collected by principals and the district. Teachers follow a pacing schedule, and unit assessment data (comprehension, vocabulary, spelling, writing, grammar, and usage) is collected for use by grade-level data teams and teachers about individual students. School and districtwide data is also used by district staff to make decisions about the use of curriculum, professional development, and other support services.

Standards-based assessments are widely used by district teachers for preschool through Grade 11. These assessments cover identified essential standards in RLA, Math, and Science and are administered three times per year. Teachers have also identified common misconceptions for incorrect answers. The tests were created on EduSoft and student answer sheets are scanned within 24 hours so that teachers have immediate feedback and can regroup for re-teaching. Teachers can use the computer generated reports to target their instruction to specific students and specific skills. The District also uses data from these assessments to plan Extended Learning

programs and professional development.

Student writing is assessed three times per year and scored on a rubric aligned with the State ELA Standards. Assessment data is used to inform instructional practices, monitor student progress, and identify students who are in need of intervention. In order to assist transition between middle school and high school, assessments are being implemented to assess 8th grade students who have scored Far Below Basic on the CSTs or are referred by a teacher. The results of these assessments will assist high schools in placing students in the most appropriate intervention classes.

Rigorous monitoring of the progress of more than 10,000 English learners is a critical component of accountability for student achievement. At the elementary level, supplementary texts have been purchased for ELD instruction. Teachers use unit tests to monitor student progress.

In middle and high schools, WRITE assessments, Hampton Brown/High Point assessments, and the ELD Placement Exam are ongoing measures of the academic performance of English learners. WRITE (Writing Reform Institute for Teaching English) is a research-based model for teaching academic writing and promoting language acquisition among secondary English learners. Student writing is assessed each trimester and scored on a rubric aligned with the state ELA and ELD standards. Assessment data are used to inform instructional practices, monitor student progress, and identify students who are in need of intervention.

The secondary ELD placement exam is a locally-designed assessment to inform appropriate placement in the leveled English Language Development program and measure the students' yearly progress. In addition to a reading assessment, the ELD Placement Exam includes an on-demand writing sample scored on a standards-based rubric. Schools use these assessment results to identify English learners who are in need of intervention because they are not making adequate progress. Adequate progress is defined as advancing one or more levels in the ELD program each year.

Updated Fall 2015

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

Planned Improvement in Student Performance in Reading

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

(* Actions with and “*” refer to actions that will require a change in contract language)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
1. Alignment of instruction with content standards:					
a. Specific standards for each lesson, in every classroom, will be clearly posted and communicated to students. Grade 9 – 12 syllabi will be the basis for embedding critical standards within the course goals and expectations.	Executive Directors, Principals, Teachers; 9/09 - ongoing	\$50/classroom sets of charts	\$50,000	District PI funds	<ul style="list-style-type: none"> • Training in California Standards • Copies of the new California Standards and appendices distributed to all teachers • CCSS brochures distributed
b. Adopt the most recent SBE approved curriculum for RLA instruction (including intervention, EL, and SWD support components) contingent on State funding and outcome of the SBE waiver process. In the interim, continue training, monitoring, and support of current adoptions – Open Court (RLA, K-5), Prentice Hall (RLA, 6-8), Moving Into English (ELD), and High Point and READ 180 (reading interventions).	Director of C & I, Asst. Supt. Educ. Services; 9/10 – 9/11	\$150/student @ 30,800 students	\$4,620,000	State Textbooks (IMF) District PI funds General Fund Lottery	<ul style="list-style-type: none"> • Treasures ELA program was adopted and is in use districtwide • CCSS aligned supplemental materials for secondary English courses
c. Adopt and effectively implement the most recent SBE approved ELD curriculum for the high school level. The program may be chosen from the SBE supplemental materials list or from the HS version of the middle school programs.	Coord. Of EL Services, Asst. Supt. of Educ. Services; 9/09 – 12/10	Texts for all English Learners at secondary	\$45,000 (HS) \$60,000 (MS)	State Textbooks (IMF) District PI funds General Fund Lottery	<ul style="list-style-type: none"> • Training in new ELD standards • Materials for new ELD standards purchased for secondary students • Continued work to align curriculum to ELD standards at elementary level

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
2. Use of standards-aligned instructional materials and strategies:					
<p>a. Fully implement the new district RLA adoption at all grade levels for all teachers including special education teachers.</p> <ul style="list-style-type: none"> • Pilot and adopt (spring 2010), purchase and distribute (summer 2009) and fully implement new adoption at the middle school level beginning 9/10. • Provide training and full implementation of the newly adopted curriculum 01-11 school year. • Full implementation shall include the use of materials designed to support strategic intervention students, SWDs, and EL students. <p>If a waiver is granted superseding a new RLA adoption, then fully implement the current district RLA curriculum at all grade levels for all teachers including special education teachers.</p> <ul style="list-style-type: none"> • Continue training and full implementation of the Open Court (K–6) • Continue training and full implementation of Prentice Hall (6-8) • Full implementation shall include the use of materials designed to support strategic intervention students, SWDs, and EL students. 	<p>Director of C & I, Asst. Supt. Educ. Services; 9/09 - ongoing</p>	<p>\$150/student @30,800 students</p>	<p>\$1,800,000</p>	<p>State Text books (IMF) District PI funds General Funds</p>	<ul style="list-style-type: none"> • Adoption of ELA program (see ELA 1B) in 2012-13 • Training in Treasures has been provided for all teachers, and curriculum is in use in all classrooms • Specialized training on EL, Special Ed and RtI programs – elementary • Training on California Standards aligned Prentice Hall secondary program
<p>b. Develop and implement a system for monitoring, reporting, and reviewing site compliance with instructional time requirements including ELD instruction and intervention times.</p>	<p>Assoc, Supt. of K-12 Operations, Asst. Supt. Educ. Services; 9/10 - ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Training on Treasures program includes designing a daily schedule • Academic conferencing occurs frequently • ELD Plans must be submitted

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
c. Work with an Academic Coaching entity to provide principal/school coaching focused on monthly school visits to observe and provide feedback on schoolwide instructional practices	Assoc, Supt. of K-12 Operations, Asst. Supt. Educ. Services; 9/09 - ongoing	Consultant fees	\$150,000	District PI funds	<ul style="list-style-type: none"> Continuing visitation and PD support for RtI – elementary collaborative Model –for secondary Contract with Pivot Learning to provide training for principals and Instructional Leadership Teams (ILT)
3. Extended learning time:					
a. Improve districtwide consistency and effective level of strategic and intensive RLA intervention programs at all grade levels aligned with SBE approved RLA curriculum and instructional time requirements.	Director of Academic Intervention; Asst. Supt. Educ. Services; Director of C&I 10/09 – ongoing	Refer to PG1, Reading 1.b	Refer to PG1, Reading 1.b	Refer to PG1, Reading 1.b	<ul style="list-style-type: none"> Focus on integration of after school programs with Treasures adoption Adoption of Triumphs for RtI/MTSS Tier 3 support for students 2 or more grade levels behind Robust use of Read 180 in all secondary schools
b. Based on available classrooms, expand half-day kindergarten to a full-day instructional schedule. OR Follow Ed Code language with regards to half-day kindergarten teacher support to grades 1 through 3. (Reference: Ed Code 46118d)	Asst. Supt. Human Resources; 9/09 – 9/10	N/A	N/A	N/A	Full-day kindergarten is being implemented in a phased-in structure. Eleven schools included in 2014-15. Nine additional schools added in 2015-16

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
c. Offer intervention classes to students after school, on Saturdays, and/or during Summer School. All students in need of the intervention will be recruited to attend.	Director of Academic Intervention, Executive Directors, Director of C&I; 9/09 - ongoing	Staff extra duty time, materials	\$150,000 (summer school), \$40,000 (CAHSEE), \$200,000 (site based programs)	Central Title I reservation, State CAHSEE, funds Title I site allocations	<ul style="list-style-type: none"> • Districtwide summer school provided to identified at-risk students. • Numerous site programs are in place for serving students in need of intervention
e. Between 8 th and 9 th grade, provide a summer bridge RLA program for underperforming students to prepare them for entry into Multiple Pathways. Align the summer program with all district support services including special education.	Assoc. Supt. K-12 Operations; Asst. Supt. Educ. Services; Director C & I; Summer 2009 - ongoing	Assoc. Supt. K-12 Operations	\$10,000	Title I	In process
f. Extend school day by one hour (Lincoln Elementary only)	Assistant Superintendent/Ed Services: Summer 2010-ongoing	Staff salaries	\$60,000 annually	School Improvement Grant (SIG)	Discontinued due to SIG funding ending
g. Extend school year: August summer school program (Lincoln Elementary only)	Assistant Superintendent/Ed Services: Summer 2010-ongoing	Staff salaries	\$50,000 annually	School Improvement Grant (SIG)	Discontinued due to SIG funding ending
h. Extend kindergarten day to full day program (Lincoln Elementary only)	Assistant Superintendent/Ed Services: Summer 2010-ongoing	Staff salaries	\$20,000 annually	School Improvement Grant (SIG)	Discontinued on SIG budget. Full-day kindergarten is described in 3b.
i. Instructional Services Support Model: A learning center without limitations to promote high academic achievement for all students (Lincoln Elementary only)	Assistant Superintendent/Ed Services: Summer 2010-ongoing	Staff salaries	\$45,000 annually	School Improvement Grant (SIG)	Training and support for all schools in RtI/MTSS; particular emphasis on PI schools
4. Increased access to technology:					

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
a. Provide all teachers with training and coaching in the use of the Edusoft data system to review benchmark data to determine levels of student mastery and areas for additional instructional support. Determine needs and provide support to address equipment repair.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services, Exec Director, Info Technology ; 6/09 - ongoing	Staff time for training , equipment replacement costs	\$10,000 (staff) \$70,000 (equipment)	Title II Title IV	<ul style="list-style-type: none"> • Continue shift to Illuminate Data Management System • Training in Illuminate provided for teachers and site administrators
b. Provide training for use of data and instructional planning through collaboration with grade level/department chairpersons, Instruction Specialists, and site administrators.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 9/09 - ongoing	Staff time for training	\$70,000	Title II Title III Title IV	<ul style="list-style-type: none"> • Week-long Summer Tech Institute for teachers • Two district technology coaches to support classroom tech integration • All classroom teachers have an assigned laptop, doc camera, and projector to enhance instruction • Training for ILT's on data analysis and action
c. Utilizing the District's benchmark assessment system, teachers will regularly assess student mastery of RLA standards, including frequent ELD program assessments. Increase frequency of assessments to 5 or 6 per year.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services, Exec. Directors, Principals; 9/10 - ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • California Standards Based Benchmark Assessments and data review in place (See 4a)
d. Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information, e.g., CELDT level, CELDT growth, CELDT Skills Test scores, CAHSEE results, years in district.	Coord. of EL Services, Exec. Director of Info. Technology; 12/09 - ongoing	N/A	N/A	N/A	Active use of CELDT and ELD benchmarks; transitioning to ELD benchmarks with new ELD standards
5. Staff development and professional collaboration aligned with standards-based instructional materials:					

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
a. Conduct quarterly Academic Conferences between site administration and teachers to review student performance assessments.	Executive Directors, Principals; 9/09 - ongoing	N/A	N/A	N/A	Data reviewed at site level at least three times per year. In place (see 2b)
b. Negotiate contract language that provides designated RLA collaboration time (two, one-hour meetings/month) to review student assessments and conduct instructional planning within departments or by grade level. Protect this time from other uses such as staff meetings. Provide a monitoring form to be used by the principal, Executive Directors and Academic Coaching Entity that includes teacher attendance, meeting minutes that reflect the content of the meeting, and decision reached by grade/department level teams.	Asst. Supt. Human Resources, Executive Director, Principals, Academic Coaching Entity; 9/09 - ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Collaboration time at each school is part of UTR MOU
c. Ensure that all principals receive uniform and consistent training in site responsibilities for full implementation of the LEA Plan: <ul style="list-style-type: none"> • Regulatory Procedures • Edusoft • Teacher Evaluation • Meeting Facilitation • Preparation for Opening of School Year • Responsibilities for implementation of LEA Plan 	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 12/09 - ongoing	N/A	N/A	N/A	Ongoing monthly
d. Work with an Academic Coaching Entity to provide a districtwide system for principal/school coaching focused on <ul style="list-style-type: none"> • Principal coaching on instructional leadership, e.g., leadership team (PLC) development • Conducting Academic Conferences; classroom observation/teacher feedback strategies • Development of academic incentive programs • Promotion of accountability systems and school achievement gains • General ongoing support to principals as needed 	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 9/09 - ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	In place (see 2c)
e. Ensure that all teachers, according to subject-oriented assignments, have received RLA and ELPD SB472 training or a similar training in content if SB472 funding is not available. Completion includes the 80 hours practicum	Director of C & I, Asst. Supt. Educ. Services, Coord. of EL services; 9/10 – 6/11	\$500/teacher @ 1,200 teachers	\$600,000	Title II District PI funds Title III Central Title I PD reservation	Extensive training provided K-12 on California Standards and Best Practices in ELA.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
f. Ensure that all administrators have received AB430 training or similar training in content and duration if AB430 funding is not available.	Director of C & I, Asst. Supt. Educ. Services; 9/10 - 6/11	Training program \$600 / administrator	\$60,000	County AB430 reimbursement program District PI funds Title II	Extensive training provided K-12 on California Standards and Best Practices in ELA.
g. Establish and implement a district system for teachers to share best practices.	Superintendent's Cabinet; 9/10 – ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • Monthly Elementary “Pizza & Planning” sessions in ELA provide opportunities for collaboration. • Lead teacher meetings and work sessions offer secondary teachers frequent opportunities to plan and collaborate • Best practices conference for teachers and admin to share effective strategies
h. Review student performance profiles (prior year CSTs) and plot the proficiency levels of individual students and specific subgroups to identify key areas of focus for the year. This task should be accomplished at the beginning of each school year by all site administrators and teachers. This information should be presented to all stakeholders via the Cycle of Inquiry process	Executive Directors, Principals, 9/09 – ongoing	N/A	N/A	N/A	In place (see 2b)
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
a. Promote a college going culture with standards of high expectations for all students (Pre-Kindergarten through Grade 12) supported by an accountability system to increase AP and Honors enrollment, graduation rates, college enrollment, and increased participation in college entrance exams, etc. Provide clear strategies for implementation.	Board, Superintendent, Assoc. Supt. K-12 Operations, Asst. Supt. Educational Services, school counselors; 9/09 – ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> In conjunction with Linked Learning staff. K-12 college day offered each Fall; district wide SAT, PSAT support, emphasis on college & career readiness College posters prominently displayed in schools
b. Establish and communicate district expectations for school communication with parent/guardians inclusive of prompt return of phone calls and emails. Provide guidance for a uniform presentation to all stakeholders about annual accountability measures (CAHSEE graduation, AYP, API, CELDT student performance).	Coord. of Family & Community Engagement, Asst. Supt. Educ. Services, Executive Directors; 9/09 – ongoing	N/A	N/A	N/A	Common Core Family Night offered
c. Develop and implement beginning-year communication for parents/guardians of grade K-8 students about grade level (RLA, Math and ELD) standards and strategies for at-home support.	Director of C & I, Coord. of Family & Community Engagement, Coord. of EL Services; 9/09 – ongoing	Staff time Production costs	\$2,000 \$10,000	Central Title I Parent reservation	Ongoing annual distribution of new California Standards materials to parents
d. Establish districtwide expectations for school communication to parents/guardians about daily/weekly at-home student reading time.	Director of C & I, Coord. of Family & Community Engagement,; 9/09 - ongoing	N/A	N/A	N/A	Ongoing
e. Provide Family Reading and Math Nights at schools districtwide to support learning at home.	Director of C & I, Coord. of Family & Community Engagement, Coord. of EL Services; 9/09 – ongoing	N/A	N/A	N/A	Ongoing

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
f. Students and parents will be provided the results of benchmarks assessments. Students will set individual goals to address areas of weakness. C&I staff with site level teams will provide support for student goal-setting strategies. Parent feedback about this activity will be included in the annual parent survey.	Director of C & I, Asst Supt Educ Services Executive Directors, Principals; 10/09 - ongoing	Production costs	\$20,000	District PI funds	Ongoing
g. At the secondary level, provide summertime orientation meetings and/or DVD distribution to inform students and parents of new school year information inclusive of the following: <ul style="list-style-type: none"> • Grade level / course expectations • Scheduling requests/procedures • Graduation/credit/CAHSEE requirements • School support systems (e.g., intervention classes, SSC, ELAC, health centers) • A-G requirements • CAHSEE preparation 	Assoc. Supt. K-12 Operations, Coord EL Services, Principals; Summer 2009 & 2010	Staff time and/or DVD production	\$ 20,000	District PI funds Title I, Part A Parental Involvement	<ul style="list-style-type: none"> • Working to standardize orientation meetings; • All secondary sites provide walkthrough orientation meetings to help students and families transition from elementary and middle schools
7. Auxiliary services for students and parents (including transition from middle school to high school):					
a. Provide parents of incoming kindergarten students with a Welcome to School packet with suggestions for parental support of students' school readiness, e.g., flash card practice (colors, letters, sight words, number recognition), small motor development activities, children's sleep requirements/bedtime suggestions, student behavior expectations, and parent involvement suggestions for the kindergarten school year.	Executive Directors, Coord. Preschool/Non-public, Early Intervention Special Education Principals; 8/09 – ongoing	Production costs	\$2,000	District PI funds Title I, Part A Parental Involvement	Orientation program for preschool students to both TK and Kindergarten
b. Collaborate with Preschool/Head Start programs to provide visits to Kindergarten classes and information about the kindergarten program.	Coord. Preschool/Non-public, Asst. Supt. Educ. Services; 9/09 – ongoing	N/A	N/A	N/A	Ongoing, including TK program and full-day kindergarten
8. Monitoring program effectiveness:					

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
a. Develop a benchmark assessment accountability system that includes a minimum of 5 benchmarks/year in all core, intervention, and ELD classes. Accountability will be monitored by the Executive Directors.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 9/10 - ongoing	N/A	N/A	N/A	Regular administration of ELA/ELD benchmarks. Data reviewed by district/site leadership and teachers regularly.
b. Expand the benchmark assessment system to include progress monitoring intervention programs at all grade levels.	Director of Academic Intervention, Director for C&I, SELPA Director; 10/09 – ongoing	N/A	N/A	N/A	Regular use of Ren Learn Star Assessment. Student progress is monitored frequently.
c. Establish an LEA Plan monitoring system that provides the Governing Board and all stakeholders with three progress updates per year.	Asst. Supt. Educ. Services, Coord. of Family & Community Engagement; DAIT Team; 5/10 - ongoing		N/A	N/A	<ul style="list-style-type: none"> • Annual updates to school board; • Frequent updates to Academic Subcommittee • Teaching and Learning Cabinet reviews progress
d. Work with an Academic Coaching Entity to provide principal/school coaching focused on site implementation of LEA Plan.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 9/09 – ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	See 2c
9. Targeting services and programs to lowest-performing student groups:					
a. Develop a ranking system to determine schools with greatest need (e.g., Equity Walkthroughs, API, AYP, socioeconomic factors).	Superintendent's Cabinet; 9/09 – ongoing	N/A	N/A	N/A	System identified in district Local Control Accountability Plan (LCAP) process

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
<p>b. Create an incentive system to recruit and place the most effective teachers and principals at the highest needs schools. Establish specific criteria to determine teacher placement. Note: Funding allocation guidelines are presented in The New Title I: The Changing Landscape of Accountability, “Distribution of Funds, The Ranking and Serving Process”.*</p>	<p>Asst. Supt. Human Resources, Asst. Supt. Educ Services; 9/09 – ongoing</p>	<p>Salary incentive costs</p>	<p>\$ 50,000</p>	<p>Central Title I reservation</p>	<p>In process</p>
<p>c. Re-examine the teacher transfer policy timeline to allow increased time for recruitment and placement of new teachers.*</p>	<p>Asst. Supt. Human Resources; Assoc. Supt. K-12 Operations; 9/10 – ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Transfer rounds/timeline adjustment made</p>
<p>d. Establish a teacher transfer procedure which allows site administrators full access to previous evaluations and an interview with the incoming teacher to determine an assignment that supports student and school needs.*</p>	<p>Asst. Supt. Human Resources; 1/10 – ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>In process</p>
<p>e. Develop district expectations and provide training for site Learning Centers and the Collaborative Model to include:</p> <ul style="list-style-type: none"> • Uniform purpose • Process and criteria for placement of students • Documentation of regular education interventions prior to placement • RTI functions • Master scheduling • Role of special education teacher • Consistent collaboration and communication between special education and regular education teachers <p>The district will support and monitor practices for consistency.</p>	<p>SELPA Director; Director of Academic Intervention; 9/09 - ongoing</p>	<p>Staff Time</p>	<p>\$20,000</p>	<p>Title II Central Title I PD reservation</p>	<ul style="list-style-type: none"> • Development of robust RtI/MTSS system • Regular training, in particular to Title I schools
<p>f. Provide beginning-year school procedures for informing all teachers of the following:</p> <ul style="list-style-type: none"> • Responsibilities specific to individual student IEPs • Accommodations, modifications, and specialized strategies for SWD involvement in general education classes. 	<p>SELPA Director; 9/09 -ongoing</p>	<p>Staff time for training, 2 hrs / teacher for site lead teachers</p>	<p>\$20,000</p>	<p>Title II Central Title I PD reservation</p>	<p>Ongoing</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
g. Provide beginning-year school procedures to include systematic communication regarding EL instruction including: <ul style="list-style-type: none"> • Assignment of EL students to ELD classes with no more than two CELDT or ELD performance levels. • Guidelines for objective parent communication relative to “Parental Exception Waiver”. 	Coord. of EL Services; 9/09 - ongoing	Staff time for training, 2 hrs / teacher for 1000 teacher	\$100,000	District PI funds Title II Title III	Updates made to communication systems for EL assessments & use of PEWS
h. Continue to focus on equity initiative with an emphasis on culturally responsive pedagogy.	Asst. Supt. Educ. Services	N/A	N/A	N/A	Ongoing

Updated Fall 2015

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

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
1. Alignment of instruction with content standards:					
a. Specific standards for each lesson, in every classroom, will be clearly posted and communicated to students. Grade 9 – 12 syllabi will be the basis for embedding critical standards within the course goals and expectations.	Executive Directors, Principals, Teachers; 9/09 - ongoing	Set of charts; \$50/classroom	\$50,000	District PI funds	<ul style="list-style-type: none"> • Copies of California standards and appendices distributed to all teachers. • California Standards Math Curriculum binder provided K-6. • Adopted California Standards aligned 8th grade math curriculum.
2. Use of standards-aligned instructional materials and strategies:					
a. Fully implement the new District math adoption at all grade levels K- 12 for all teachers including special education teachers. <ul style="list-style-type: none"> • Continue training and full implementation of the newly adopted Everyday Math, grades K-6 • Continue training and full implementation of Prentice Hall, McDougal Littell, and Key Curriculum Press for Algebra and Geometry instruction at the second level • Pilot and adopt (spring 2009), purchase and distribute (summer 2009) and fully implement new adoption at the middle school level beginning 9/09. • Full implementation shall include the use of materials designed to support SWDs and EL students. 	Director of C & I, Asst. Supt. Educ. Services; 9/09 - ongoing	\$150/student @30,800 students	\$1,800,000	State Text books (IMF) District PI funds General Funds	In process of evaluation of new curriculum aligned to California Standards.
b. Establish and implement districtwide (including PreKindergarten) program with focus on the promotion and instruction of grade level aligned Math Facts. Develop a system that will provide monitoring and recognition of student mastery.	Director of C&I, Coord. Preschool/ Non-public, Executive Directors; 9/09- ongoing	Staff training costs Materials	\$20,000 \$ 30,000	District PI funds Title II Child Development	Current focus shifted to assist students with solving problems via a multiple methods approach

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
c. Develop and implement a system for monitoring, reporting, and reviewing site compliance with math instructional time requirements including intervention times.	Assoc. Supt. K-12 Operations; Asst. Supt. Educ. Services; 9/10 – ongoing	N/A	N/A	N/A	Current focus shifted to assist students with solving problems via a multiple methods approach
d. Work with an Academic Coaching Entity to provide principal/school coaching focused on monthly school visits to observe and provide feedback on schoolwide instructional practices.	Assoc. Supt. K-12 Operations; Asst. Supt. Educ. Services; 9/09 - ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Contract with Pivot Learning to provide training for Principals and Instructional Leadership Teams.
3. Extended learning time:					
a. Implement strategic and intensive math intervention instruction at all grade levels aligned with SBE approved math curriculum and instructional time requirements. Continue implementation of Everyday Math intervention components (English and Spanish).	Director of Academic Intervention, Director C&I, Asst. Supt. Educ. Services; 10/09 – ongoing	Refer to PG1, Math 1b	Refer to PG1, Math 1b	Refer to PG1, Math 1b	Frequent PD & coaching to support teachers in data analysis and mitigations program for math
b. Based on available classrooms, expand half-day kindergarten to a full-day instructional schedule. OR Follow Ed Code language with regards to half-day kindergarten teacher support to grades 1 through 3. (Reference: Ed Code 46118d)	Assoc. Supt. Human Resources; 9/09 – ongoing	N/A	N/A	N/A	Full-day kindergarten is being implemented in a phased-in structure. 11 schools included in 2014-15 period. 9 additional schools added in 2015-16
c. Offer intervention classes to students after school, on Saturdays, and/or during Summer School. Utilize a uniform curriculum aligned to core adoptions and monitor program effectiveness districtwide. All students in need of the intervention will be recruited to attend.	Director of C&I, Director of Academic Interventions, Executive Directors; 9/09 – ongoing	Refer to PG1, Reading 3.c	Refer to PG1, Reading 3.c	Refer to PG1, Reading 3.c	<ul style="list-style-type: none"> • District-wide summer school provided to identified at-risk students • Numerous site programs are in place for serving students in need of intervention

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
d. Between 8 th and 9 th grade, provide a summer bridge math program for underperforming students to prepare them for entry into Multiple Pathways. Align the summer program with all district support services including special education.	Assoc. Supt. K-12 Operations; Asst. Supt. Educ. Services, Director C & I; Summer 2009 - ongoing	Assoc. Supt. K-12 Operations	\$10,000	Title I	WCCUSD summer extended learning provided; Math Academies (MAAs) program provided annually across district
e. Extend school day by one hour (Lincoln Elementary only)	Assistant Supt/Ed Services: Summer 2010-ongoing	Staff salaries	XXX	School Improvement Grant (SIG)	Discontinued due to SIG funding ending
f. Extend school year: August summer school program (Lincoln Elementary only)	Assistant Supt/Ed Services: Summer 2010-ongoing	Staff salaries	XXX	School Improvement Grant (SIG)	Discontinued due to SIG funding ending
i. Instructional Services Support Model: A learning center without limitations to promote high academic achievement for all students (Lincoln Elementary only)	Assistant Supt/Ed Services: Summer 2010-ongoing	Staff salaries	\$45,000 annually	School Improvement Grant (SIG) Discontinued due to SIG funding ending	Discontinued due to SIG funding ending
g. Extend kindergarten day to full day program (Lincoln Elementary only)	Assistant Supt/Ed Services: Summer 2010-ongoing	Staff salaries	XXX	School Improvement Grant (SIG)	Discontinued in SIG budget. Full-day kindergarten is described in 3b.
4. Increased access to technology:					
a. Provide all teachers with training and coaching in the use of program assessments (e.g., Edusoft, Everyday Math) to review benchmark data to determine levels of student mastery and areas for additional instructional support.. Determine needs and provide support to address equipment repair.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services Exec Director, Info Technology; 6/09 - ongoing	Refer to PG1, Reading 4.a	Refer to PG1, Reading 4.a	Refer to PG1, Reading 4.a	Shift to new Illuminate Data Management System. Training provided for all teachers and administrators.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. Provide guidance for related instructional planning through collaboration with grade level/department chairpersons, Instruction Specialists, site administrators	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 6/09 – ongoing	Refer to PG1, Reading 4.b	Refer to PG1, Reading 4.b	Refer to PG1, Reading 4.b	<ul style="list-style-type: none"> • Week-long Summer Tech Institute for teachers. • Two district technology coaches support classroom tech integration. • All classroom teachers have an assigned laptop, doc camera, and project to enhance instruction
c. Utilizing the District’s benchmark assessment system, teachers will regularly assess student mastery of standards. Increase frequency of assessments to 5 or 6 per year.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services, Executive Directors, Principals; 11/09	Refer to PG1, Reading 4.c	Refer to PG1, Reading 4.c	Refer to PG1, Reading 4.c	California standards benchmark assessments and data review in place. See 4a
5. Staff development and professional collaboration aligned with standards-based instructional materials:					
a. Conduct quarterly Academic Conferences between site administration and teachers to review student performance assessments.	Executive Directors; 9/09 – ongoing	N/A	N/A	N/A	Instructional training has been provided and academic conferencing occurs frequently
b. Negotiate contract language that provides designated math collaboration time (two, one-hour meetings/month) to review student assessments and conduct instructional planning within departments or by grade level. Protect this time from other uses such as staff meetings. Provide a monitoring form to be used by the principal, Executive Directors and Academic Coaching Entity that includes teacher attendance, meeting minutes that reflect the content of the meeting, and decision reached by grade/department level teams.*	Asst. Supt. Human Resources, Executive directors, principals; 9/09 – ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Collaboration time for each school is part of UTR MOU

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
<p>c. Ensure that all principals receive uniform and consistent training in site responsibilities for full implementation of the LEA Plan:</p> <ul style="list-style-type: none"> • Regulatory Procedures • Edusoft • Teacher Evaluation • Meeting Facilitation • Preparation for Opening of School Year • Responsibilities for implementation of LEA Plan 	<p>Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 12/09-ongoing</p>	<p>Refer to PG1, Reading 5.c</p>	<p>Refer to PG1, Reading 5.c</p>	<p>Refer to PG1, Reading 5.c</p>	<p>Ongoing monthly</p>
<p>d. Work with an Academic Coaching Entity to principal/school coaching focused on:</p> <ul style="list-style-type: none"> • Principal coaching on instructional leadership, e.g., leadership team (PLC) development; conducting Academic Conferences; classroom observation/teacher feedback strategies; development of academic incentive programs; promotion of accountability systems and school achievement gains • General ongoing support to principals as needed 	<p>Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 12/09 - ongoing</p>	<p>Refer to PG1, Reading 2.b</p>	<p>Refer to PG1, Reading 2.b</p>	<p>Refer to PG1, Reading 2.b</p>	<p>Contract with Pivot Learning to provide training for Principals and Instructional Leadership Team.</p>
<p>e. Ensure that all teachers, according to subject-oriented assignments, have received math SB472 training or a similar training in content and duration if SB472 funding is not available. Completion includes the 80 hours practicum</p>	<p>Director of C & I, Asst. Supt. Educ. Services; 9/09 - ongoing</p>	<p>Refer to PG1, Reading 5.e</p>	<p>Refer to PG1, Reading 5.e</p>	<p>Refer to PG1, Reading 5.e</p>	<p>Extensive training provided K-12 on California Standards and Best Practices in math.</p>
<p>f. Ensure that all administrators have received math AB430 training or similar training in content and duration if AB430 funding is not available.</p>	<p>Director of C&I, Asst. Supt. Educ. Services; 9/09 - ongoing</p>	<p>Training program \$600 / administrator</p>	<p>\$60,000</p>	<p>County AB430 reimbursement program District PI funds Title II</p>	<p>Extensive training provided K-12 on California Standards and Best Practices in math.</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
g. Establish and implement a districtwide system for teachers to share best practices.	Superintendent's Cabinet; 3/10 - ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • Monthly Elementary “Pizza & Planning” sessions in math provide opportunities for collaboration. • Lead teacher meetings and work sessions • Offer secondary teachers frequent opportunities to plan and collaborate • Best practices conference for teachers and admin to share effective strategies
h. Review student performance profiles (prior year CSTs) and plot the proficiency levels of individual students and specific sup-groups to identify key areas of focus for the year. This task should be accomplished at the beginning of each school year by all site administrators and teachers. This information should be presented to all stakeholders via the Cycle of Inquiry process.	Executive Directors, Principals; 9/09 - ongoing	N/A	N/A	N/A	See 5d
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
a. Promote a college going culture with standards of high expectations for all students (Pre-Kindergarten through Grade 12) supported by an accountability system to increase AP and Honors enrollment, graduation rates, college enrollment, and increased participation in college entrance exams. Provide clear strategies for implementation.	Board, Supt, Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services, Coord. Preschool/ Non-public, school counselors; 9/09 - ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • In conjunction with Linked Learning staff. K-12 college day each Fall; district wide SAT, PSAT support, emphasis on college & career readiness • College posters prominently displayed in schools

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. Establish and communicate district expectations for school communication with parent/guardians inclusive of prompt return of phone calls. Provide guidance for a uniform presentation to all stakeholders about annual accountability measures (CAHSEE graduation, AYP, API, CELDT student performance).	Coord. of Family & Community Engagement, Asst. Supt. Educ. Services, Coord. EL Services; 9/09 - ongoing	N/A	N/A	N/A	Common Core Family Night is offered
c. Develop and implement a system beginning-year communication for parents/guardians of grade K-8 students about grade level (RLA, Math and ELD) standards and strategies for at-home support.	Coord. of Family & Community Engagement, Asst. Supt. Educ. Services, Principals; 9/09 – ongoing	Refer to PG1, Reading 6.c	Refer to PG1, Reading 6.c	Refer to PG1, Reading 6.c	Ongoing annual distribution of new California Standards materials to parents
d. Provide Family Math Nights at schools district-wide to support learning at home.	Director of C & I, Coord. of Family and Community Engagement; 9/09 - ongoing	N/A	N/A	N/A	In place
e. Students and parents will be provided the results of benchmarks assessments. Students will set individual goals to address areas of weakness. C&I staff with site level teams will provide support for student goal-setting strategies. Parent feedback about this activity will be included in the annual parent survey.	Director of C & I, Asst Supt Educ Services Executive Directors, Principals; 10/09 – ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Ongoing
f. At the secondary level, provide summertime orientation meetings or DVD distribution to inform students and parents of new school year information inclusive of the following: <ul style="list-style-type: none"> • Grade level / course expectations • Scheduling requests/procedures • Graduation/credit requirements • School support systems (e.g., intervention classes, SSC, ELAC, health centers) • A-G requirements • CAHSEE preparation 	Assoc. Supt. K-12 Operations, Executive Directors, Principals; Summers 2009 – 2010	Refer to PG1, Reading 6.g	Refer to PG1, Reading 6.g	Refer to PG1, Reading 6.g	<ul style="list-style-type: none"> • Working to standardize orientation meetings; • All secondary sites provide walkthrough orientation meetings to help students and families transition from elementary and middle schools

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
7. Auxiliary services for students and parents (including transition from middle school to high school):					
a. Provide parents of incoming kindergarten students with a Welcome to School packet with suggestions for parental support of students' school readiness, e.g., flash card practice (colors, letters, sight words, number recognition), small motor development activities, children's sleep requirements/bedtime suggestions, student behavior expectations, and parent involvement suggestions for the kindergarten school year.	Coord. Of Preschool/Non-public; Executive Directors, Principals, Coord EL Services; 9/09 - ongoing	Refer to PG1, Reading 7.a	Refer to PG1, Reading 7.a	Refer to PG1, Reading 7.a	Orientation program for preschool students to both TK and Kindergarten
b. Collaborate with Preschool/Head Start programs to provide visits to Kindergarten classes and information about the kindergarten program.	Coord. of Preschool/Non-public; Asst. Supt. Educ. Services, Coord EL Services; Spring 2009 - ongoing	N/A	N/A	N/A	Ongoing including new TK program and full-day kindergarten
8. Monitoring program effectiveness:					
a. Expand assessment system to include progress monitoring for intervention programs at all grade levels.	Director of Academic Intervention, Director of C & I, SELPA Director; 10/09 – ongoing	N/A	N/A	N/A	In process

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. Develop a benchmark assessment accountability system to be monitored by the Executive Directors. Continue to build on the Cycle of Inquiry process.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. Services; 9/09 – ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • Regular administration of math benchmarks. Data reviewed by district leadership and teachers regularly • Monitoring math accountability in PD and instruction via coaching in-class observation called Quantifying Changes in Instructional Practices (QCIP)
c. Establish an LEA Plan monitoring system that provides the Governing Board and all stakeholders with three progress updates per year.	Asst. Supt. Educ. Services; Coord. of Family & Community Engagement; DAIT Team; 9/09 - ongoing	N/A	N/A	N/A	<ul style="list-style-type: none"> • Annual updates to School Board • Frequent updates to Academic Subcommittee • Teaching and Learning Cabinet review
d. Work with an Academic Coaching Entity to provide a districtwide system for principal/school coaching focused on site implementation of LEA Plan.	Assoc. Supt. K-12 Operations, Asst. Supt. Educ. 9/09 – ongoing	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Refer to PG1, Reading 2.b	Contract with Pivot Learning to provide training for Principals and Instructional Leadership Team
9. Targeting services and programs to lowest-performing student groups:					
a. Develop a ranking system to determine schools with greatest need (e.g., Equity Walkthroughs, API, AYP, socioeconomic factors).	Superintendents Cabinet; 9/09 – ongoing	N/A	N/A	N/A	Identified in district Local Control Accountability Plan (LCAP) process

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. Create an incentive system to recruit and place the most effective teachers and principals at the highest needs schools. Establish specific criteria to determine teacher placement. Note: Funding allocation guidelines are presented in The New Title I: The Changing Landscape of Accountability, “Distribution of Funds, The Ranking and Serving Process”.*	Asst. Supt. Human Resources, Asst. Supt. Educ Services; 9/09 – ongoing	Refer to PG1, Reading 9.b	Refer to PG1, Reading 9.b	Refer to PG1, Reading 9.b	In process
c. Re-examine the transfer policy timeline to allow increased time for recruitment and placement of new teachers.*	Superintendent’s Cabinet; 9/10 – ongoing	N/A	N/A	N/A	Transfer round timeline adjustment made
d. Establish a teacher transfer procedure which allows site administrators full access to previous evaluations and an interview with the incoming teacher to determine an assignment that support student and school needs.*	Asst. Supt. Human Resources; 1/10 - ongoing	N/A	N/A	N/A	In process
e. Develop district expectations and provide training for site Learning Centers and the Collaborative Model to include: <ul style="list-style-type: none"> • Uniform purpose • Process and criteria for placement of students • Documentation of regular education interventions prior to placement • RTI functions • Role of special education teacher • Consistent collaboration and communication between special education and regular education teachers The district will support and monitor practices for consistency.	SELPA Director, Director of Academic Intervention; 9/09 – ongoing	Refer to PG1, Reading 9.e	Refer to PG1, Reading 9.e	Refer to PG1, Reading 9.e	<ul style="list-style-type: none"> • Development of robust RtI/MTSS system • Regular training, in particular to Title I schools
f. Provide beginning-year school procedures for informing all teachers of the following: <ul style="list-style-type: none"> • Responsibilities specific to individual student IEPs • Accommodations, modifications, and specialized strategies for SWD involvement in general education classes. 	SELPA Director; 9/09 – ongoing	Refer to PG1, Reading 9.f	Refer to PG1, Reading 9.f	Refer to PG1, Reading 9.f	Ongoing
g. Continue to focus on equity initiative with an emphasis on culturally responsible pedagogy.	Asst. Supt. Educ. Services	N/A	N/A	N/A	In place

Updated Fall 2015

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

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

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
1. This Plan must include the following:		
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	a. Complete development of the Master Plan for English Learners (BMP) with representative assistance from all stakeholders during the 2009/2010 school year. b. Provide professional Development courses for teachers, administrators, and paraprofessionals. All training will be based on scientifically-based research of best practices for accelerating language acquisition and academic achievement. c. Provide extended day/extended year academic opportunities targeting EL students needing additional support in ELD or in mastering content standards. These include before and after-school, intervention, and summer school programs. d. Provide training for parents to further equip them to effectively support their children’s progress in acquiring English and mastering content standards. e. Provide support and/or incentives to schools providing bilingual programs and Dual Language Immersion programs. f. Hire necessary personnel and purchase supplementary materials to support the services identified above. g. Adopt and effectively implement the most recent SBE approved ELD curriculum for the secondary level. Add frequent ELD program assessments to the Edusoft system. The program may be chosen from the SBE supplemental materials list or from the HS version of the middle school programs. h. Fully implement the use of materials and strategies that are part of the adopted RLA and Math curriculum and are designed to support EL students. i. The transition from literacy in Spanish to literacy in English is a process that starts in Kindergarten. Ongoing professional development is provided for teachers to improve the effectiveness of program transitions. In the Transitional Bilingual Education, students receive partial instruction in Spanish in third grade as they complete transition to English literacy by the end of third grade. In the K-6 Dual Language Immersion program, the goal is biliteracy so EL students at CELDT level 4 will continue to receive partial instruction in Spanish.	<ul style="list-style-type: none"> • Item 1a complete • Items 1b-f in place • Items 1g-h in process • Items 1i in place • The Edusoft system has been updated and replaced with Illuminate Data Management System
b. Describe how the LEA will use the subgrant funds to meet all AMAOs	a. Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information, e.g., CELDT level, CELDT growth, CELDT Skills test scores, CAHSEE results, years in district, etc b. The District has set the following annual goals for EL students in the areas of ELD, RLA and math. ELD growth is measured by the state assessment,	In place

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps																																																								
	<p>CELDT, and WRITE assessments; RLA and math are measured by the California Standards Test, and District benchmark assessments.</p> <table border="1" data-bbox="443 457 1295 795"> <thead> <tr> <th>CELDT Level</th> <th>Beg</th> <th>Early Inter</th> <th>Inter</th> <th>Early Adv</th> <th>Adv</th> <th>Redesignation</th> </tr> </thead> <tbody> <tr> <td>Timeline toward Redesignation</td> <td>1st Year</td> <td>2nd Year 1st Year</td> <td>3rd Year 2nd Year 1st Year</td> <td>4th Year 3rd Year 2nd Year 1st Year</td> <td>5th Year 4th Year 3rd Year 2nd Year 1st Year</td> <td>6th Year 5th Year 4th Year 3rd Year 2nd Year 1st Year</td> </tr> <tr> <td>ELA CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> <tr> <td>Math CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> </tbody> </table> <table border="1" data-bbox="443 846 1295 1184"> <thead> <tr> <th>CELDT Level</th> <th>Beg</th> <th>Early Inter</th> <th>Inter</th> <th>Early Adv</th> <th>Adv</th> <th>Redesignation</th> </tr> </thead> <tbody> <tr> <td>Timeline toward Redesignation</td> <td>1st Year</td> <td>2nd Year 1st Year</td> <td>3rd Year 2nd Year 1st Year</td> <td>4th Year 3rd Year 2nd Year 1st Year</td> <td>5th Year 4th Year 3rd Year 2nd Year 1st Year</td> <td>6th Year 5th Year 4th Year 3rd Year 2nd Year 1st Year</td> </tr> <tr> <td>ELA CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> <tr> <td>Math CST</td> <td>FBB</td> <td>FBB</td> <td>BB</td> <td>BAS</td> <td>BAS</td> <td>PROF</td> </tr> </tbody> </table>	CELDT Level	Beg	Early Inter	Inter	Early Adv	Adv	Redesignation	Timeline toward Redesignation	1 st Year	2 nd Year 1 st Year	3 rd Year 2 nd Year 1 st Year	4 th Year 3 rd Year 2 nd Year 1 st Year	5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	6 th Year 5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	ELA CST	FBB	FBB	BB	BAS	BAS	PROF	Math CST	FBB	FBB	BB	BAS	BAS	PROF	CELDT Level	Beg	Early Inter	Inter	Early Adv	Adv	Redesignation	Timeline toward Redesignation	1 st Year	2 nd Year 1 st Year	3 rd Year 2 nd Year 1 st Year	4 th Year 3 rd Year 2 nd Year 1 st Year	5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	6 th Year 5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	ELA CST	FBB	FBB	BB	BAS	BAS	PROF	Math CST	FBB	FBB	BB	BAS	BAS	PROF	
CELDT Level	Beg	Early Inter	Inter	Early Adv	Adv	Redesignation																																																				
Timeline toward Redesignation	1 st Year	2 nd Year 1 st Year	3 rd Year 2 nd Year 1 st Year	4 th Year 3 rd Year 2 nd Year 1 st Year	5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	6 th Year 5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year																																																				
ELA CST	FBB	FBB	BB	BAS	BAS	PROF																																																				
Math CST	FBB	FBB	BB	BAS	BAS	PROF																																																				
CELDT Level	Beg	Early Inter	Inter	Early Adv	Adv	Redesignation																																																				
Timeline toward Redesignation	1 st Year	2 nd Year 1 st Year	3 rd Year 2 nd Year 1 st Year	4 th Year 3 rd Year 2 nd Year 1 st Year	5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year	6 th Year 5 th Year 4 th Year 3 rd Year 2 nd Year 1 st Year																																																				
ELA CST	FBB	FBB	BB	BAS	BAS	PROF																																																				
Math CST	FBB	FBB	BB	BAS	BAS	PROF																																																				
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> 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)); 	<p>At the school sites:</p> <ol style="list-style-type: none"> A benchmark assessment system will be implemented to measure EL students English development growth frequently over the course of the year. The benchmark system will use assessments from the curriculum to measure growth. The principal monitors the EL student placement; ensures appropriate teacher authorizations; visits classrooms regularly to monitor ELD and SDAIE lesson implementation; schedules and attends English Learner Advisory Committee (ELAC) meetings; and ensures implementation of District plans to meet the language and academic needs of the EL students. For students in elementary Dual Language Immersion Programs and Transitional Bilingual Education (TBE) classrooms, additional testing in Spanish will be provided and scores analyzed and monitored. <p>At the District level:</p> <ol style="list-style-type: none"> All EL student information will be recorded in a District database that is accessible to individual schools and teachers. The Executive Directors supervise the principals in the monitoring of EL programs. The EL Services Coordinator and other central office staff support the Executive Directors and principals in their monitoring role. Title III funds will be used to support the schools in implementing effective 	<p>Benchmark system for ELA and ELD in place K-12. Assessments currently aligned with new ELD standards. Assessment data is maintained & accessed via Illuminate & monitored for program efficacy</p> <ul style="list-style-type: none"> Data is widely available via the WCCUSD RAP center. Board supports high quality instructional 																																																								

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
	<p>educational practices for English learners, including the use of assessment results to inform school and classroom level practices.</p> <p>c. EL Services provides teachers with information on English learners twice a year: years in program, CELDT and CSTs data. The EL Services Office also provides results of the Secondary Placement Exam and identifies students as candidates for the summer school program and other intervention programs.</p> <p>d. WRITE and High Point data are available to schools through the EduSoft system which is administered by the Accountability Department.</p> <p>At the Board Level: The Governing Board provides English language learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible and ensures that English learners have access to the full educational program and achieve proficiency on the district adopted academic standards. The district offers the range of instructional settings necessary to successfully address the academic and language development needs of English language learners. The district's program is based on sound instructional and language acquisition theory and will be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers. In addition, the district ensures that teachers instructing English learners are highly qualified and have the appropriate certification required by the State of California. The district compiles data on the progress of English language learners in order to help determine student progress and program effectiveness. The Superintendent or designee will annually review English learner data, including reports of student academic achievement and their progress towards English proficiency, in order to ensure that the district is effectively meeting the needs of these students. This data will be provided to the Board for review. The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations. (BP 6174)</p>	<p>program</p> <ul style="list-style-type: none"> Data Dashboard on district website to provide academic information about EL students
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. All schools will have included a parent involvement component in their Single Plan for Student Achievement.</p> <p>b. Schools with 21 or more English learners will have a properly constituted ELAC.</p> <p>c. Each school will have a representative on the Multilingual District Advisory Committee (MDAC), also known as a DELAC. Leadership and parental involvement training will be offered for MDAC parent leaders and members.</p> <p>d. Adult literacy, ESL and citizenship classes will be provided for parents and community by a joint effort between the District and West Contra Costa Adult Education (WCCA).</p> <p>e. Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.</p> <p>f. Provide classes for parents to develop skills, techniques and strategies to assist their children at home.</p> <p>g. Ensure that all school communications sent home are translated into the major languages represented at the schools.</p>	<p>Items a-h are robustly supported</p> <p>Ex: Annual Academic Town hall meeting</p> <p>Ex: Annual Parents as Partners conference in Academic topics from CCSS to homework help</p>

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
	<ul style="list-style-type: none"> h. Provide oral translation for advisory meetings and parent conferences at the District level. i. Provide “silent” oral translating machines for use at District meetings and upon request at school sites. j. Improve communication between schools and parents (e.g. making phone calls to parents). k. Provide childcare at District meetings for the parents of EL students. l. Establish a set of videos in the languages represented in the District that provide welcoming information to the school and District, and inform parents about basic procedures and practices. m. Develop a system for K-8 beginning year communication for parents/guardians about grade level and ELD standards and strategies for at-home support. 	<ul style="list-style-type: none"> • Items li have been completed • Item m is currently under review, due to New ELD standards
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research.</p>		
<p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> a. Provide ELD instruction using an approved ELD curriculum to all EL students based on the District ELD Placement process. b. Provide SBE recommended amount of ELD instruction to EL students. c. Monitor use of the ELD curriculum and instructional time with frequent classroom visits by the administrator during ELD time. d. Provide administrators with training on ELD standards, curriculum, research-based instructional strategies, calibration, and coaching teachers to differentiate instruction. There will be targeted training in effectively and appropriately using the ELD standards and a bridge to the RLA standards. The District will provide principals with tools specifically designed to assist in the observation of instruction for English learners. e. Monitor ELD progress on an ongoing basis using the ELD benchmark assessment system. This system will include program based frequent assessments that are entered into Edusoft along with WRITE assessments where appropriate. f. Provide each teacher of EL students with a variety of data to inform instruction (e.g., ELD Benchmark data, CELDT scores, Secondary ELD Placement Exam, WRITE progress reports, standardized test scores, years in program). g. Provide teachers with tools to assist in standards-based lesson planning for and assessment of EL students. Instruction will be delivered through effective, research-based instructional strategies. h. Support summer school and after-school programs that accelerate language acquisition and proficiency in English and provide intervention for students not making adequate progress collaboratively with various funding sources. 	<ul style="list-style-type: none"> • Ed Services in conjunction with consultants is reviewing and modifying program for ELs to ensure effective implementations • Items a-h have been completed
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>		

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>a. Ensure that all teachers who work with EL students (inclusive of special education teachers), according to subject-oriented assignments, have received RLA and ELPD SB472 training or a similar training in content and duration if SB472 funding is not available.</p> <p>b. Provide all elementary teachers who teach ELD with training in the use of the <i>Moving Into English</i> and <i>English Learner Support Guide</i>.</p> <p>c. Ensure that all administrators have received AB430 training or similar training in content and duration if AB430 funding is not available.</p> <p>d. Provide all principals with uniform and consistent training in site responsibilities for full implementation of the LEA Plan:</p> <ul style="list-style-type: none"> • Regulatory Procedures • Edusoft • Teacher Evaluation • Meeting Facilitation • Preparation for Opening of School Year • Responsibilities for implementation of LEA Plan <p>e. Work with an Academic Coaching entity to provide a district-wide system for principal/school coaching focused on instructional leadership, e.g., leadership team (PLC) development; conducting Academic Conferences; classroom observation/teacher feedback strategies; development of academic incentive programs; promotion of accountability systems and school achievement gains.</p> <p>f. Provide all teachers with EL students training in instructional strategies including:</p> <ul style="list-style-type: none"> • SDAIE • Differentiation • ELD/RLA connections • Use of assessments to inform practice • Differentiated instruction • Grouping models • Standards-based lesson planning, backward mapping design • Curriculum mapping • Data teams <p>g. Provide all administrators with training on how to monitor and support classroom implementation of the EL program including but not limited to the following EL instructional strategies:</p> <ul style="list-style-type: none"> • Full implementation of the adopted ELD program • SDAIE • Differentiation • ELD/RLA connections • Use of assessments to inform practice • Differentiated instruction • Grouping models • Standards-based lesson planning, backward mapping design • Curriculum mapping • Data teams <p>h. Provide all teachers with EL students training in:</p> <ul style="list-style-type: none"> • Understanding of the socio-economic, cultural and linguistic diversity within the WCCUSD school community • Effective instructional practices for culturally diverse students 	<p>In place</p> <p>Items 1c are in place</p> <p>WCCUSD is working in conjunction with staff, members of the community, and consultants to align resources and focus areas for all district departments. Goal is to coordinate efforts, establish systems and encourage innovation to support students, socially and academically</p> <p>Regular training provided on ELD standards and effective instructional strategies for ELs</p>

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
	<ul style="list-style-type: none"> • Communicating with linguistically and culturally diverse parents • Effective bilingual instruction • WRITE Institute • ELD Standards <p>i. Training and support materials for teacher certification</p> <ul style="list-style-type: none"> • BCLAD/CLAD <p>i. Provide all paraprofessionals working with EL students training in certain if the following areas as determined by paraprofessional needs.</p> <ul style="list-style-type: none"> • Provide training administrative staff in areas such as Effective ELD and SDAIE strategies (for classroom observations), as well as topics covered in the teacher training. • Provide training for the teaching staff in areas such as: -BCLAD/CLAD training -ELD Institutes, WRITE, Moving Into English and ELD Standards trainings -Standards-based instructional planning for ELD, ELA and math -SDAIE 	<p>Item i is in place</p>
<p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>STAR test data, API (Academic performance Index and AYP (Adequate Yearly Progress), growth target results, school-specific assessment data and data from District-determined tools specifically for EL students, such as the ROLA, will be used to monitor programs and drive revisions in instructional practice. Title III will support the monitoring through EL Support Services and other support staff. Classroom teachers will regularly assess students' mastery of content standards and proficiency in language acquisition by examining student work and assessment results. Each school's individual Single Plan for Student Achievement will outline how the school's core content and how ELD instruction will be monitored and evaluated.</p>	<ul style="list-style-type: none"> • Ongoing • Data is frequently reviewed at all levels to assess student learning and adjust programs • Currently reviewing data plans for future given changes in state assessment system

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<ul style="list-style-type: none"> • Provide parents information on educational programs and partnerships with the District and community-based organizations through the RAP Center. • Support the school-based Parent Centers that provide parents information on educational programs and partnerships with the District and community-based organizations, services and facilities. • Provide parent education classes, such as “ELD standards”, “Working with your child at home”, “Parenting” • Provide training and outreach through the MDAC, ELACs and CBET. • Provide an EL Take-Home/Parent Education program at targeted elementary schools. The objectives for this program are for EL parents to learn how to assist their children to learn basic English language vocabulary through everyday themes. 	<p>Currently in place</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.

Performance Goal 2: Description of Specific Actions to Improve Education Practice to Notify Parents of LEP Students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
<p>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>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information: The rationale for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test).</p>	<p>Currently in place</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 child’s level of English proficiency and how it was assessed (explanation of CELDT level and explanation of CELDT exam) and the status of the student’s academic achievement.</p>	<p>Currently in place</p>

Performance Goal 2: Description of Specific Actions to Improve Education Practice to Notify Parents of LEP Students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
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;	The method of instruction the student will receive. The program description includes information on instruction and authorization of teacher. Parents are notified of their right to review materials to be used. At the school level, benchmarks and yearly goals are explained so that parents can monitor progress towards these goals.	Currently in place
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	How this program is designed to meet the needs of the child.	Currently in place
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	How this program design helps their child learn English.	Currently in place
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	Specific exit requirements (the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. Modification of the expected promotion rate due to limited prior education is explained as appropriate.	Currently in place
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	If the student has a disability, how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.	Currently in place
h. information pertaining to parental rights that includes written guidance detailing –	Information on parental rights distributed annually	Currently in place
<ul style="list-style-type: none"> the right that parents have to have their child immediately removed from such program upon their request; and 	The right to remove their child from such a program	Currently in place
<ul style="list-style-type: none"> 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; 	The option to decline a program or choose another program	Currently in place
<ul style="list-style-type: none"> 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. 	<p>And assistance from the LEA in selecting a program.</p> <p>In addition this information is available in a DVD in English and Spanish and program brochures are available in English and Spanish for each EL program in the District.</p>	Currently in place
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.	For students who enroll after the beginning of the school year, this process will take place within two weeks of being placed in a language program.	Currently in place
<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>	The District did not make Annual Measurable Achievement Outcome (AMAO) 3 for 2007-2008. The District informed the parents of all ELs that the AMAO had not been met. Parents were notified in writing in a language they understand within 30 days of the public release of the Title III Accountability Reports.	Currently in place

Plans to Provide Services for Immigrants

The LEA does not plan on receiving Title III immigrant funds

Performance Goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<ul style="list-style-type: none"> • Build capacity for meaningful parent involvement through technical assistance by the District EL Support Services Staff. Staff will provide school presentations on a variety of parenting topics aimed at assisting parents in helping children to improve their academic achievement and becoming active participants in their children’s education. In addition, staff will assist schools in planning effective parent involvement and coordinating with other programs. • Establish a set of videos/DVDs in Spanish and English that provide welcoming information to the school and District, and inform parents about basic procedures and practices. 	Currently in place
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<ul style="list-style-type: none"> • District training for teachers on the ELD standards, e.g., WRITE, including beginner level ELD Standards for newcomers. 	Currently in place
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<ul style="list-style-type: none"> • The WCCUSD Curriculum and Instruction Department will collaborate to provide an intensive intervention curriculum for summer school that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis and vocabulary development. The intervention program will be designed to support and complement the students’ regular RLA, /English Language Development and core content instructional program. • The EL Take-Home/Parent Education Program will teach parents how to use the technology-based Language First ELD curriculum and the interactive Picture dictionary. Each family participating in the EL Take-Home Program will be able to use these materials at home for two months to support English language acquisition. 	Currently in place
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<ul style="list-style-type: none"> • Materials and equipment were identified and purchased for use with the EL Take-Home/Parent Education Program. 	Under review and revision to update program
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:		Under review and revision to update program

Performance Goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<ul style="list-style-type: none"> • The WCCUSD ELD Program includes a newcomer component that addresses the needs of newcomers (e.g., an introduction to the U.S. school system). 	Piloted newcomer after-school program
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:	<ul style="list-style-type: none"> • The WCCUSD Adult School Program provides services for the parents of immigrant students, including ESL, Community-Based English Tutoring (CBET), and Parent Education Classes. The Adult School Program, the Family/Community Engagement Coordinator and EL Support Services collaborate with local community-based organizations to improve services for our immigrant community. 	In process

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

Planned Improvements for Professional Development (Title II)

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p>					
<p>a. All teachers who teach RLA and Math will complete the SB472 training (or a training similar in content and duration) including the 80 hours practicum. This will align with state standards, assessments, and curriculum because the training will be delivered by an SBE approved SB472 provider.</p>	<p>Refer to PG1, Reading 5.e PG1, Math.5.e</p>	<p>Refer to PG1, Reading 5.e PG1, Math.5.e</p>	<p>Refer to PG1, Reading 5.e PG1, Math.5.e</p>	<p>Refer to PG1, Reading 5.e PG1, Math.5.e</p>	<p>SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers.</p>
<p>b. All teachers in need of support will have the opportunity to attend training and coaching sessions conducted by content specialists in ELA and Math, with expertise in their core curriculum. All training will be aligned with state standards, assessments, and curriculum.</p>	<p>Director C&I, Asst Supt Educ. Services, Coord, EL services, instructional Specialists; 9/09 - ongoing</p>	<p>Staff time Training materials</p>	<p>\$1,000,000 (IS salaries, extra duty hours for training) \$100,000</p>	<p>Central Title I PD reservation, Title II Title III</p>	<p>Currently in place</p>
<p>c. All teachers who have completed the Math and/or ELA SB472 will complete the SB472 ELPD professional development in classroom strategies scientifically shown to improve the academic achievement of English Learners.</p>	<p>Director of C & I, Coordinator of EL Services, Assoc. Supt Educ. Services</p>	<p>Refer to PG2,3</p>	<p>Refer to PG2,3</p>	<p>Refer to PG2,3</p>	<p>SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers.</p>
<p>d. All new teachers will be a part of the District Intern Program, in collaboration with CSUEB. This program aligns with the California Learning to Teach Continuum and other standards and assessments of the BTSA program.</p>	<p>Assoc. Supt, K-12, Asst. Supt, Educ services 9/09 - ongoing</p>	<p>Staff salaries and extra hours, Materials, support teachers</p>	<p>\$450,000</p>	<p>CTS Grant, Title II, Title I, BTSA</p>	<p>Access to classroom support provided via TIP support providers</p>
<p>e. All new teachers will be a part of the BTSA Program. The BTSA support providers with focus on supporting new teachers in improving the use of state standards, assessments, and curriculum.</p>	<p>Assoc. Supt, K-12, Asst. Supt, Educ services 9/09 - ongoing</p>	<p>Staff salaries and extra hours, Materials, support teachers</p>	<p>\$400,000</p>	<p>CTS Grant, Title II, Title I, BTSA</p>	<p>Access to classroom support provided during transition to the Teacher Induction Program (TIP)</p>

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
f. All teachers will receive coaching in the use of benchmark data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction.	Refer to PG1, Reading 4.a	Refer to PG1, Reading 4.a	Refer to PG1, Reading 4.a	Refer to PG1, Reading 4.a	District wide coaching collaborative model
g. As appropriate, teachers will receive continued professional development in the WRITE Institute, District mandated for new secondary ELD teachers, based on the ELD Standards for English learners.	Director of C&I	Staff training time, Staff training development time	\$20,000	Title III, Title II,	Transitioning to other programs which are more closely aligned to the new ELD standards.
i. All teachers who teach SWDs will receive professional development on incorporating content standards and SBE curriculum into IEP's to promote inclusive education for all students.	C&I Director, SELPA Director; 9/09 - ongoing	Staff time	\$30,000	Title II Central Title I PD reservation Special Ed Staff Development	In place
j. Train SH teachers in the standards-based "Curriculum Guide for Students with Moderate to Severe Disabilities" to align instruction to the CAPA Standards;	SELPA Director	Consultant Materials	\$36,400	Special Ed Staff Development Fund, Medi-Cal	In process
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:					
a. SB472 training in both language arts and math is based on the SBE adopted curriculum which is a compilation of scientifically based instructional strategies and activities. The experience of the DAIT provider has shown that when a quality SB472 provider delivers the training, it has an immediate impact on classroom achievement.	N/A	N/A	N/A	N/A	SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers
b. Content coaches are a proven strategy used to: improve implementation of the core curriculum, strengthen the ability of teachers to look at achievement data and use this data to re-teach, and to increase the effectiveness of teacher collaboration.	N/A	N/A	N/A	N/A	Coaching collaborative supports improved classroom practices initiative
c. The data shows that one of the subgroups for whom the district needs to improve achievement is the English Learners. The district will provide SBE approved SB472 ELPD. This training is based on scientifically based strategies which are proven to improve student achievement.	N/A	N/A	N/A	N/A	SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students					
a. Because the district will be implementing a new curriculum in ELA, teachers will need to have significant professional development in this curriculum to ensure that they can implement the program to fidelity.	N/A	N/A	N/A	N/A	Ongoing PD provided
b. Research shows that content coaching has a significant impact on student achievement. The content coaching that the district provides will focus on implementing the core ELA and Math curriculum to fidelity and also proper implementation of the ELA and Math.	N/A	N/A	N/A	N/A	Coaching collaborative supports improved classroom practices initiative
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:					
<p>a. The three objectives of the staff development plan are:</p> <p>1) All teachers who teach ELA and Math complete SB472 (contingent on funding) or a similar training.</p> <p>2) All teachers in need have access to content implementation coaches in ELA and Math.</p> <p>3) All teachers receive professional development in strategies to engage ELs. This training will be the SB472 ELPD (contingent on funding) or similar training.</p> <p>All categorical funds that are available for this purpose will be used to achieve these three main objectives. These funds are listed in the far right column. In addition to categorical funds being used to fund this professional development plan, district buy-back days will be used to provide some of this training.</p>	Asst. Supt Educ Services, C&I Director, 12/09 - ongoing	N/A	N/A	N/A	Coaching collaborative supports improved classroom practices initiative

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that the professional development needs of teachers and principals (which may include coaching) will be met:					
a. The professional development that will be made available to teachers and administrators will be SB472 ELA and Math, content implementation coaching, SB472 ELPD, and other research based EL professional development.	N/A	N/A	N/A	N/A	SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers.
b. Principals will receive coaching from an Academic Coaching Entity that will coach principals on instructional leadership and LEA Plan implementation.	N/A	N/A	N/A	N/A	In place Support from Pivot on leadership skills
b. Ensure that all principals receive uniform and consistent training in site responsibilities for full implementation of the LEA Plan: <ul style="list-style-type: none"> • Regulatory Procedures • Edusoft • Teacher Evaluation • Meeting Facilitation • Preparation for Opening of School Year Responsibilities for implementation of LEA Plan	Refer to PG1, Reading 5.c PG1, Math 5.c	Refer to PG1, Reading 5.c PG1, Math 5.c	Refer to PG1, Reading 5.c PG1, Math 5.c	Refer to PG1, Reading 5.c PG1, Math 5.c	Ongoing
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology					
a. All secondary teachers will learn to use technology integrated into lessons and incorporate it into service learning, training in the use of EduSoft and other assessment tools to create, evaluate, and analyze the results of varied student assessments will be provided	Executive Directors, Principals	Training costs	\$20,000	Title II	Ongoing with increased focus based on adoption of California Standards. Continue shift to Illuminate Data Management System. Tech teacher leaders support integration of technology skills and instruction.

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. The C & I department has purchased the manuals and software for implementing differentiated instruction/Independent Investigation method from Active Learning Systems. The software and support materials are utilized within their certification programs to build capacity within schools.	C & I Director	N/A	\$670	Central Gate Funds	C & I staff provide PD, consultation, support for differentiated instruction
c. All Special Education staff will have access to the Center for Assistive Technology and District Assistive Technology Specialist which offers ongoing professional development.	SELPA Director	N/A	N/A	Special Education	In process
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of Title II, Part D EETT funding must be spent on professional development)					
a. Teachers participating in state-approved Induction Programs must develop and provide evidence of competency in the use and delivery of appropriate computer-integrated or enhanced technology to facilitate the teaching and learning process.	BTSA	BTSA Case Study Materials	\$2,000	BTSA	Ongoing with increased focus based on adoption of California Standards. Tech teacher leaders support integration of technology skills and instruction.
b. Teachers will learn to use technology to support differentiated instruction for English learners and students with special needs.	C&I Director, Coord EL Services, Coord of Academic Intervention, 12/09 - ongoing	Staff time	\$30,000	Title II	In process
c. Teachers will learn to use technology to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.	Executive Directors, Site Administrators	N/A	N/A	N/A	Continue shift to Illuminate Data Management System.

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
d. The Special Education Department provides ongoing workshops and inservices for both individuals and groups, general and special educators to make all aware of the variety of assistive technology services, instructional strategies and equipment available to support students' success. The Assistive Technology Specialist is available for consultation with teachers, support staff, and parents.	SELPA Director	Staff Salaries Materials	\$10,000	Special Education	Ongoing
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:					
a. Professional development goals have been created to align with those areas that data reflects greatest student need. This was determined through CST and CEDLT scores along with results of the APS and DAS. Once the areas were identified, District staff participated in the planning process. For the LEA Plan, the DAIT Provider conducted the APS, DAS, and ELSSA. Once all data points were collected, the DSLT including staff and parents convened to review data and determine the components of this plan. For more information on stakeholder input please see attached needs assessment.	Asst. Supt Educ Services, Director C&I, Education Consultants	N/A	N/A	N/A	In process
9. How the LEA will provide training to enable teachers to:					
<ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. 					
a. The LEA will provide teachers with the SB472 trainings in ELA, Math, and ELPD. These trainings will enable teachers to use the curriculum resources that are made to address students with different learning styles and special learning needs. In addition, the district will provide content coaches to teachers that will coach teachers on implementation of the instructional programs.	See sections PG1,Reading .5.e PG1,Math.5.e PG2, 3	See sections noted to the left	See sections noted to the left	See sections noted to the left	SB 472 is no longer an option. WCCUSD currently provides PD to meet curricular needs of teachers.

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
b. The LEA will ensure that some collaboration time is reserved for collaboration between general education and special education teachers and that this collaboration will focus on how general education teachers can best support the Least Restrictive Learning Environment in their classrooms.	Asst. Supt Educ Services, SELPA Director; 9/09 - ongoing	N/A	N/A	N/A	In place
c. The LEA will provide training to all teachers and administrators on full implementation of the program for SWD.	Asst. Supt Educ Services, Director C&I, Coord EL services; 9/09 - ongoing	Staff Time to develop and deliver training	\$25,000	Title III Title I Title II Special Ed	In place
d. The LEA will provide training to teachers on how to discuss benchmark assessment, STAR, and CELDT results with parents.	Asst. Supt Educ Services, Director C&I, Coord EL services; 9/09 - ongoing	Staff Time to develop and deliver training	\$25,000	Title III Title I Title II	New leaders and Pivot learning supports principals with consistent data review and accountability.
e. The LEA will provide teachers with training on using the benchmark assessment system, including: scanning tests, accessing reports, and using the data in reports to inform teaching.	Asst. Supt Educ Services, Director C&I, Coord EL services; 9/09 - ongoing	Staff Time to develop and deliver training	\$25,000	Title III Title I Title II	New leaders and Pivot learning supports principals with consistent data review and accountability.
f. Built into the teacher preparation and the induction standards are requirements to teach and address the needs of students with different learning styles or special needs. Teachers are required to demonstrate understanding of and growth in these areas.	BTSA, Intern	N/A	N/A	N/A	TIP supports efficacy of beginning teachers
g. English Language Learners: Teachers will develop knowledge, skills and abilities to deliver comprehensive, specialized instruction for ELs. Each participating teacher will demonstrate the ability to implement the adopted program for the development of academic language, comprehension and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. (Standard 13, Teacher Prep and Standard 19, Induction) -In the intern program, this outcome is accomplished through university coursework.	BTSA, Intern	N/A	N/A	N/A	Robust training to support teachers in providing high quality programs for ELs

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
h. Built into the teacher preparation and the induction standards are requirements regarding the development of knowledge, skills, and abilities needed to create environments to support the learning (including student behavior in the classroom) of diverse students, providing equitable access to the core curriculum, and enabling all students to meet the state-adopted standards and performance levels for students. (Standard 5, Teacher Prep and Standards 17 and 18, Induction)	BTSA, Intern	N/A	N/A	N/A	TIP supports efficacy of beginning teachers
i. All teachers have access to specially designed professional development including COMP, Harry Wong, and Fred Jones, which provide, at a minimum, strategies and skills to improve student behavior in the classroom and identify early and appropriate interventions to help all students learn.	BTSA, Intern	N/A	N/A	N/A	<ul style="list-style-type: none"> • Currently in place
j. All BTSA Induction teachers participate in training and/or personalized coaching that guides their improvement in creating and maintaining effective environments for student learning: -Seminars related to Effective Learning Environments; Supporting BTSA Equity, Diversity, and Access to the Core Curriculum and Developing Healthy and Safe Environments that Support Learning. - Guided by the Support Provider, beginning teachers conduct an English Learner Case Study and a Special Populations Case Study within the context of their Individual Inquiries. The Case Study requires teachers to create safe environments, differentiated instruction, use assessment data to inform instructional decisions and to communicate with parents.	BTSA, Workshop Presenters	Workshop materials, Consultant Costs, Support Provider Stipends	\$300,000	BTSA, Title I	In process
k. Built into the teacher preparation and the induction standards is the demonstration of the importance and the ability to involve parents in their child's education. (Induction Standards 15g, 17c, 18c, 19k, and CSTP Standard 5.5 and 6.4) -BTSA participants conduct a yearly Case Study/Inquiry that includes requirements for parent communication.	BTSA	Case Study / Inquiry Materials	\$2,000	BTSA	In process

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
l. All BTSA Induction teachers are required to demonstrate their use of data and assessments to improve classroom practice and student learning through completion of the Case Study/Inquiry.	BTSA	Case Study / Inquiry Materials	\$2,000	BTSA	In process
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:					
a. The Title II, Teacher Quality Plan's goal #1 addresses the need to assist personnel to defray the cost of continuing education through the reimbursement of college tuition, supplies, and books. Additionally, the district will assist in providing local test preparation support for employees.	Coordinator State & Federal Programs	Exam Prep costs	\$5,000	Title I	Currently in place
b. Develop a rubric for the certificated evaluation rating scale and provide uniform administrative training in conducting certificated evaluations.	Asst Supt Human Resources; Assoc Supt K-12, Asst Supt Ed services: 12/09 - ongoing	N/A	N/A	N/A	In place
c. Create consistent, institutionalized practices for hiring teachers with an established screening procedure.	Asst Supt Human Resources; Assoc. Supt K-12, Asst Supt Ed services: 12/09 - ongoing	N/A	N/A	N/A	In Place
d. Re-negotiate contract language to provide more frequent feedback to teachers who are on a five-year evaluation cycle.	Human Resources	N/A	N/A	N/A	In process
e. Implement the revised and approved Title II "HR Revised Equity Action Plan and monitor progress.	Director of Human Resources	N/A	N/A	Title II	TBD
f. Further develop the role of Instructional Specialists in the following areas: <ul style="list-style-type: none"> o Weekly principal, grade and department level collaboration o Direct teacher coaching o Interpretation of test results to effect increased student performance o Accountability for increased student performance o Assistance with development and implementation of Single School Plans 	Asst Supt Ed Services, Executive Directors, Coord, El Services: 8/09 - ongoing	Staff time/salaries	\$30,000	Title III	In process
g. Create a matrix which defines district level department responsibilities for professional development.	Superintendent's cabinet	N/A	N/A	N/A	In process

Performance Goal 3: Description of Specific Actions to Improve Professional Development	Persons Involved / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source	Complete/ Next Steps
h. Develop and implement a system for determining professional development needs and priorities that target student performance gains.	Director C&I, Asst Supt Ed Services	N/A	N/A	N/A	Collect data through surveys, evaluations. Review at director and coaches meetings to implement next PD steps

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: Strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically along with student barriers to learning (e.g., attendance, mobility, and behavior).	Complete/ Next Steps
Strengths	
<ul style="list-style-type: none"> • The District has a vision for creating positive learning environments that are based on resiliency and positive youth development and is aligned with effective approaches to create positive learning environments. • The District has an ongoing Coordinated School Health Council that provides input and guidance to the District’s coordinated school/student health efforts and Wellness Policy. • Early intervention and counseling is in place for students in District secondary schools. • Parent/guardians are regularly provided information regarding District policies and procedures through the “District Basic Commitment” as well as school site handbooks. • Revisions to District Sexual Harassment and Non-Discrimination Policies were made to be more inclusive of all students and comply with AB 537. • The District Crisis Response Team assists schools in responding to crisis and incidents. • Many schools have student/family resource centers providing family support services. The SST functions as a safety net for students at all schools. Interpreters are provided when appropriate. • There has been an intensive focus on developing and training site Instructional Leadership Teams. • Activities that promote student-school connectedness and positive school climate (e.g., peer education programs, youth conferences, conflict mediation, student-led campaigns) are demonstrating positive outcomes throughout the District. • The District’s plan for renovating and improving the physical environments of schools is on-going. • The District has an effective SARB process: collaborative Resourceships with juvenile judicial system and law enforcement agencies; and truancy sweeps to address daytime truancy. • Two staff members (Assistants for Truancy Prevention) provide outreach to families and truant students. • There is ongoing assistance to schools for developing and implementing an annual attendance improvement and truancy recovery plan. • The District has a strategic plan for promoting school safety as it relates to cultural diversity: an LGBTQ Task Force; sensitivity trainings to school staffs; and student-led presentations regarding AB537. • Comprehensive after-school enrichment programs provide students with opportunities for physical and social skills development. • Health Centers have been implemented at the comprehensive high schools providing for coordination of student support services. • Nutrition network programs provide health and wellness learning opportunities for students and families. • The Local Wellness Policy was developed and board adopted, September, 2006 • Four full-time school nurses provide mandatory health screenings as well as develop individual health plans that are accessible to Spanish speaking and other primary language families. • The school District currently operates 34 after-school programs to provide safe and structured learning, enrichment and recreation programs. • School Safety Committees have been developed and implemented in the secondary schools. • The School Resource Officer Program is implemented in District high schools • School safety staff, student and site supervisors are in place at District secondary schools. • Peer-led Conflict Mediation Programs are in 37 District schools. • High School PEERS Youth Conference is an annual event promoting and highlighting peer and other youth development programs in District high schools. • Student Code of Conduct was developed and implemented. • Student ID process is in place at all high schools. The District has developed an efficient expulsion panel and process which has not had any appeals to county on procedural grounds. • The District is major collaborative partner in a 5-year Kaiser supported Healthy Eating Active Living (HEAL) project to promote health and wellness in Richmond 	<p>WCCUSD is working in conjunction with staff, members of the community, and consultants to align resources and focus areas for all district departments. Goal is to coordinate efforts, establish systems and encourage innovation to support students, socially and academically</p>

<ul style="list-style-type: none"> • BEST (Building Effective Schools Together) Program has been implemented in 18 District schools with on-going coaching. • Adult Ed Parenting classes at 25 school sites enhances parent involvement, providing more adult presence that contributes to safer school environment. 	<p>BEST training, Toolbox and Restorative Justice are in place. Ongoing training is provided</p>
<p>Needs</p>	<p>Complete/ Next Steps</p>
<ul style="list-style-type: none"> • Place more emphasis on positive learning environments and design a comprehensive approach to enhancing safe learning environments. • Provide opportunities for students to participate in decision-making processes and to have voice in school climate issues • Coordinate the institutionalization of youth development activities and programs into the school structure. • Assess all data, including California Healthy Kids Survey, referrals and suspensions; involve site teams, on a regular basis for program development • Implement drug, alcohol, tobacco, violence prevention programs in a consistent manner. • Nurture environments that support Resourceship building that encourages parent involvement at the site level. • Promote systematic integration of tolerance into learning activities regarding gender, sexual orientation, culture, ethnicity, etc. • Include prevention strategies/youth development program in after-school programming. • Provide for better coordination and information dissemination, among all programs and departments, regarding community support services for students, schools, and families. • Need for additional truancy staff to assist elementary schools • Need for increased safety personnel at middle schools. 	<p>BEST training, Toolbox and Restorative Justice are in place. Ongoing training is provided</p>
<p>Activities</p>	<p>Complete/ Next Steps</p>
<ul style="list-style-type: none"> • Continue the promotion of safe learning environments with the focus on resiliency/youth development principles and student achievement for school staff, parents, and community partners. • Continue District safety initiatives Student Code of Conduct, Student ID system, safe school plans. • Promote safe learning environments for all students including a focus on LGBTQ student issues, AB537 and ongoing LGBTQ Task Force. • Continue to implement science-based curriculum in targeted grades in elementary and targeted grades in middle and high schools: <i>Too Good for Drugs</i> in grades 4-6, <i>Project Alert</i> in grades 7, <i>Project Towards No Drugs</i> in grade 9. • Provide needs-based professional development for teachers responsible for teaching prevention education. • Implement science-based strategies and programs that address school climate such as BEST Second Step, etc. • Train peer mediators at schools K-12. • Facilitate monthly Coordinated School Health Council meetings • Collaborate with community partners to address safety and health • Provide for coordination between Comprehensive School Health programs and after-school programs to provide research-based prevention activities for the most at-risk students to promote youth development and social skills. • Facilitate and monitor safe learning environment activities (curriculum, reporting, surveys, etc.) at each sites. • Provide drug, alcohol, tobacco prevention information and resources for pregnant minors and minor parents, including tobacco cessation services. • Provide opportunities for students to attend Youth Prevention Conferences and Summits. • Expand the development and implementation of Peer-led Conflict Mediation programs to more schools yearly. • Provide sensitivity training for school staff regarding safe environments for all students, LGBTQ and gender issues according to the LGBTQ tasks and timelines. • Assist schools with analyzing CHKS School Climate Data. • Implement District High School Youth as Peers/Leaders Conference on an annual basis. • Develop Coordinated School Health Council, representative of the 8 components of school health. 	<p>In process and currently reviewing support options for students</p>

<ul style="list-style-type: none"> • Collaborate with local partners to submit grants regarding student health/family wellness. • Policies and procedures outlined in the District Basic Commitment (DBC) will be provided for parent/guardians on a regular basis. • The District will continue to collaborate and partner with community-based organizations to provide educational and support services • The District will implement school-based health centers at the comprehensive high schools to address prevention, intervention, and youth • Work with local authorities/CBOs/county services to build community assets and improve external environment (Lincoln Elementary – SIG) 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Safe and Drug Free, Strengths and Needs: Strengths and needs based on data regarding violence, alcohol, tobacco, and other drug use in the schools and communities to be served</p>	
Strengths	Complete/ Next Steps
<ul style="list-style-type: none"> • Data collection on alcohol, tobacco, drug and violence (ATODV) through the CHKS in grades 5,7,9,11 • Strong collaboration with community-based groups for providing school-based prevention and intervention services • Through the HS TUPE Grant, tobacco awareness and cessation groups are offered to students in all high schools • Peer mediation programs have been expanded to 37 schools • A decrease in students reporting ever having used cigarettes in grades 9 and 11 • An increase in grade 7, 9 and 11 students reporting High Caring Resourceships-Adults in Schools • An increase in 7, 9, 11 grade students reporting high levels of high expectations fro a teacher or other adult at school • Middle and high school students are involved in annual prevention youth conferences • School and Site supervisors are in place at all secondary schools • Increased collaboration with law enforcement agencies • School Resource Officer Program established at District high schools • Tobacco intervention classes and cessation classes offered at all secondary schools 	Working with Community supports to update and manage resources efficiently
Needs	Complete/ Next Steps
<ul style="list-style-type: none"> • Implement ATODV prevention programs in a consistent manner at all grade levels • Improve accountability for providing required prevention education at school sites • Emphasize and strengthen strategies and programs used for transition from elementary to middle to high school at every site • Increase student perception of caring Resourceships, high expectations and opportunities for participation at school • Provide for more emphasis on improving school environment; many students report school as providing a less caring environment than community or home • Improve truancy data collection • Provide for early identification and intervention of truant students • Provide training and assistance to schools in order to develop and implement school safety plans • Facilitate collaboration among law enforcement agencies and site teams to address ATODV, truancy, and attendance issues • Provide training and professional development opportunities for administrators, counselors, site supervisors, and staff in alternative strategies for discipline • Establish a safety committee/safe learning environment team at each school to address issues and needs • Design a data system that provides accurate collection of absence, truancy, suspensions and expulsions, including manifestation determinations development issues and program development 	Working with Community supports to update and manage resources efficiently

Activities	Complete/ Next Steps
<ul style="list-style-type: none"> • Provide ongoing professional development in research-based drug, alcohol, tobacco and violence prevention. • Participate on the West County HEAL-Community Health Initiative coordinating Steering Committee and grant project. • Provide training in Alternative Dispute Resolution (ABR) skills and activities for parents of special education students. 	

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:

NOTE: The following chart has been completed based on the most recent results of the California Health Kids Survey. District 5th and 7th graders are scheduled to participate in the survey in September 2010.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Spring 07 (5 th) Fall 07 (7 th , 8 th , 9 th) Baseline Data		Biennial Goal
	5 th 7 th 9 th 11 th	5% 15% 30% 40%	
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 7 th 9 th 11 th	5% 15% 30% 40%	1% 1% 1% 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 9 th 11 th	4% 9% 13%	1% 1% 1%
The percentage of students that have used marijuana will decrease biennially by:	5 th 7 th 9 th 11 th	2% 9% 27% 41%	1% 1% 1% 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	5 th 7 th 9 th 11 th	13% 12% 28% 35%	1% 1% 1% 1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	5 th 7 th 9 th 11 th	N/A 5% 14% 19%	N/A 1% 1% 1%
The percentage of students that feel very safe at school will increase biennially by:	5 th 7 th 9 th 11 th	44% 50% 37% 34%	1% 1% 1% 1%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 5%	7 th 9 th 11 th	N/A 32% 26% 20%	N/A 1% 1% 1%

Truancy Performance Indicator	Most Recent Survey date: _/_/_ Baseline Data		Biennial Goal
<p>The percentage of students who have been truant will decrease annually by <u>1%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>		<p>06-07 46.02%</p>	2%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: _/_/_ Baseline Data		Biennial Goal
<p>The percentage of students that report high levels of caring Resourceships with a teacher or other adult at their school will increase biennially by: 5%</p>	<p>5th 7th 9th 11th</p>	<p>50% 33% 24% 30%</p>	<p>1% 1% 1% 1%</p>
<p>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%</p>	<p>5th 7th 9th 11th</p>	<p>55% 53% 43% 42%</p>	<p>1% 1% 1% 1%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 5%</p>	<p>5th 7th 9th 11th</p>	<p>15% 13% 10% 12%</p>	<p>2% 2% 2% 2%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: 5%</p>	<p>5th 7th 9th 11th</p>	<p>51% 36% 28% 22%</p>	<p>2% 2% 2% 2%</p>

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 will adopt and implement the following programs, scientifically proven to effectively prevent tobacco use, alcohol use, other drug use, and violence. These programs will reach 50 percent or more of the students in the target grade levels.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATOD	7-8	5,020	8/03 8/04 8/06	4/2008	1/2004 ongoing
Helping Teens Stop Using Tobacco (TAP) Intervening with Teen Tobacco Users (TEG)	T	9-12	50	2003-04 2005-06	4/2008	2006
Impact	ATODV	7-12	12,000	6/2008	10/2008	10/2008

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

Based on the research, 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	3-12
X	Conflict Mediation/Resolution	V	K-12
X	Early Intervention and Counseling	ATODV	4-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
X	Mentoring	ATODV	(Adams & Helms Middle Schools 2004-07) Helms Middle School (2007-08)
X	Peer-Helping and Peer Leaders	ATODV	6-12
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	K-12
X	Student Assistance Programs	ATODV	K-12 6-12
X	Tobacco-Use Cessation	T	9-12
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
	Other Activities		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N/A

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

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

	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source	Complete/ Next Steps
5.1 (High School Graduates)	All students will be enrolled in standards-based, grade-level courses in all content areas. These courses will use standards-based (K-8) or standards-aligned (9-12) materials.	All students	<ul style="list-style-type: none"> • Site Administrators • C&I Staff • Teachers 	Number of graduate meeting UC/CSU A-G requirements	General Fund	In place
	All courses will have pacing guides that ensure adequate coverage of all CA standards for the course before the end of the year.	All students	<ul style="list-style-type: none"> • Site Administrators • C&I Staff • Teachers 	Performance of students on district benchmark assessments	N/A	In process
	Utilize a district benchmark assessment system for: Algebra I, Geometry, English 6 – 11. Benchmarks will be given a minimum of five times per year.	All students	<ul style="list-style-type: none"> • Site Administrators • C&I Staff • Teachers 	Percentage of students in these classes who complete all benchmarks	Title I	Continuing work with Pivot to support principals with consistent data review and accountability
	Enroll all students who do not meet 7 th grade standards (CAHSEE) in either ELA or Math in an intervention class. These classes will use an approved intervention curriculum and have a benchmark assessment system to determine student progress. An intervention class will be in addition to the student’s core classes providing accelerated support.	All students who have not passed the CAHSEE	<ul style="list-style-type: none"> • Site Administrators • C&I Staff 	Percentage of CAHSEE non- passers who are enrolled in both ELA and Math intervention classes.	CAHSEE	Read 180 Courses provided at all middle schools
	Enroll all students who do not meet 7 th grade standards (CAHSEE) in either ELA or Math in a Saturday or After School support class. These classes will use an approved intervention curriculum and have a benchmark assessment system to determine student progress.	All students who have not passed the CAHSEE	<ul style="list-style-type: none"> • Site Administrators • C&I Staff 	Percentage of CAHSEE non- passers who are enrolled in both ELA and Math Saturday and after-school CAHSEE intervention classes.	CAHSEE	Under review, in process

	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source	Complete/ Next Steps
	Enroll all students who do not meet 7 th grade standards (CAHSEE) in either ELA or Math in a Summer School support class. These classes will use an approved intervention curriculum. These classes will also have a benchmark assessment system to determine student progress.	All students who have not passed the CAHSEE	<ul style="list-style-type: none"> • Site Administrators • C&I Staff 	Percentage of CAHSEE non- passers who are enrolled in both ELA and Math Summer-school CAHSEE intervention classes.	CAHSEE	Under review, in process
	Provide individual tutoring for students close to passing the CAHSEE in math and RLA.	All 11 th & 12 th grade students who have not passed the CAHSEE	<ul style="list-style-type: none"> • Site Administrators • C&I Staff • Teachers 	Percentage of CAHSEE non- passers who are provided tutoring.	CAHSEE	In place
	Use Measure Up and Test Tool, Inc. for all 12th grade special education students who have not passed CAHSEE	SWD who have not passed the CAHSEE	<ul style="list-style-type: none"> • Site Administrators • C&I Staff • Special Ed Department • Teachers 	Percentage of 12 th grade SWDs who pass the CAHSEE after completion of the Measure Up and Test Tool.	Special Ed	Under review, in process
	Enroll all middle school students who are two or more grade levels behind in ELA or Math in an intervention class.	All intensive intervention middle school students	<ul style="list-style-type: none"> • Site Administrators • Teachers 	Percentage middle school intensive intervention students who are enrolled in intervention classes.	General Funds	Read 180 courses provided at all middle schools
5.2 (Dropouts)	Provide students enrolled in Vocational classes relevant experiences in industry (field trips, speakers, career fairs)	All students	<ul style="list-style-type: none"> • Teachers 			Continue to expand Linked Learning to support College and career readiness
	Monitor attendance every quarter at all schools and measure increases, decreases, and the impact of various strategies used to improve student attendance.	All students	<ul style="list-style-type: none"> • Site Administrators • C&I Staff 	Average daily attendance rate	N/A	In place

	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source	Complete/ Next Steps
	Track attendance of all at-risk students. Promptly communication with students and families if truancy issues begin. Maintain a comprehensive database on all homeless/neglected/ foster care students and flag students for intervention by SWAT if needed.	Designated at-risk students	<ul style="list-style-type: none"> • Site Administrators 	Daily attendance rate of the at-risk students	N/A	In place via attention 2 attendance (A2A)
	Develop a matrix with student options for all possible stages of readiness for graduation, and advise all students on their options, and then counsel and track their progress for their chosen goals.	All students	<ul style="list-style-type: none"> • Secondary Site Administrators • Counselors 	Graduation rate	N/A	In place
	Special Education students who are age 18 and behind in credits can attend Alvarado Adult School and continue to receive services by credentialed Special Education teachers	SWD who are 18 years old	<ul style="list-style-type: none"> • Site Administrators • HS Special Education Teachers 	N/A	N/A	In place
	Provide Special Education students with workability services for transitioning into post-secondary environments, including the SCANS competencies and work experience, implementing and coordinating the Department of Rehabilitation Transition Partnership Project grant.	SWD	<ul style="list-style-type: none"> • SELPA Director 	Number of SWDs that receive a diploma	Special Ed	In place
	Monitor “flow” of students among schools leading to dropping out.	All students	<ul style="list-style-type: none"> • Assistant Supt of Operations 	Drop out rate	N/A	In place
	Study credit deficit patterns to assure we are supporting students in most difficult classes.	All students	<ul style="list-style-type: none"> • C&I Staff 			In place
	Develop effective, efficient process to update policy to monitor intra-District movement of students	All students	<ul style="list-style-type: none"> • Assistant Supt of Operations 	Drop out rate	N/A	In place
	Provide students and parents results of benchmark assessments to inform of students progress.	All students	Director C&I	Number of Parents who communicate with school about benchmarks	District PI Funds	In process

	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source	Complete/ Next Steps
	Develop new intake processing and programs for parent/adult volunteers at schools to make this process easier for parents.	All students	Director C&I, Coord Family & Community Engagement, Asst Supt Ed Services	N/A	N/A	<ul style="list-style-type: none"> • Institutionalized fingerprinting process • Improved community interface
	Conduct surveys of high school graduates to determine their satisfaction with various aspects of their educational experience. Distribute results to schools and conduct forums to examine data.	All graduates	Superintendent	Graduate satisfaction rate	General Fund	In place
	Present the parents of ELs information on the importance of regular attendance and staying in school at the Multilingual District Advisory Committee meetings and at individual English learner advisory committees.	EL Students	Coordinator of EL Services	Attendance rate of EL students	Title III	In place
5.3 (Advanced Placement)	Train staff at middle and high schools to identify students who are likely to succeed or may be up for the challenge of Accelerated, Honors and AP Classes. Their focus will include identifying under-represented minority students.	All students with a focus on under served students	<ul style="list-style-type: none"> • Site Administrators 	Number of minority students enrolled in AP classes will increase by 20% annually	N/A	In place
	Offer accelerated CORE classes (English, Social Studies, Math and Science) to Middle school GATE students, other high achieving students and any student willing to complete the rigorous work.	Middle school students	<ul style="list-style-type: none"> • Site Administrators • C&I Staff Teachers 	Number of middle school students enrolled in accelerated classes increase 5% annually	General Fund	In place
	Provide access to accelerated classes in high school to GATE students, high achieving students and any student who wants the challenge and is willing to do the work.	All high school students	<ul style="list-style-type: none"> • Site Administrators 	Number of students enrolled in GATE classes	General Fund	In place
	Contract with College Board to pay for all sophomores to take the PSAT during the school day, ensuring equity and access for all students.	Sophomores	<ul style="list-style-type: none"> • C&I Staff 			In place

	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source	Complete/ Next Steps
	Use the PSAT data to identify AP potential in all sophomores.	Sophomores	<ul style="list-style-type: none"> • C&I Staff 	Number of students enrolled in AP classes vs. the year prior	N/A	In place
	Provide access so that all students enrolled in AP classes can participate in AP Exams each May.	All students enrolled in AP classes	<ul style="list-style-type: none"> • C&I Staff 	Number of students taking AP exams will increase to 90% annually	AP Grant	In place
	Ensure that school administrators and ILT's actively pursue the identifications of students who may succeed in AP classes. Their focus will include identification of under represented minority students.	All students with a focus on under served students	<ul style="list-style-type: none"> • C&I Staff 	Number of minority students enrolled in AP classes will increase by 20% annually	N/A	In place
	Provide training to all teachers of AP classes in differentiated standards. Follow-up training will occur through specific curriculum coordinators.	All students enrolled in AP classes	<ul style="list-style-type: none"> • Director of PD 	Training is delivered	AP Grant	Lead teacher meetings to provide support to AP teachers AP training provided annually
	Provide AP teachers with equity oriented professional development.	All students enrolled in AP classes	<ul style="list-style-type: none"> • Director of PD 	Training is delivered	Title II AP Grant	AP training occurs annually with embedded equity training

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."	Complete/ Next Steps
<ul style="list-style-type: none"> • National School Lunch Program data are used as the poverty index to determine all eligible schools. • All funds are allocated in rank order. • All schools above 75% poverty are served first. • The remaining schools are ranked by district-wide poverty rate in descending rank order. • No school below 35% poverty is served. • Per capita funding is allocated in a four-tier system, having the schools with greatest concentrations of poverty receiving the highest per capita. Schools least in need receive the lowest per capita. • Title I nonpublic schools receive the same per capita funding as the public schools. • 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 	In place
<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "School-wide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the School-wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School-wide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
<p>All of the 23 Title I schools operate school-wide programs under Section 1114. There are no targeted assistance schools in the District. All schools conduct a comprehensive needs assessment to ensure appropriate scientifically-based reform strategies.</p> <p>Services provided by the school sites include, but are not limited to:</p> <ul style="list-style-type: none"> • Extended learning time before-school, after-school, and during the summer • Instruction by highly qualified teachers • Resource teachers to assist low-performing students • Class size reduction in grades 4-6 • Preschool in 18 schools with assistance in transitioning to elementary school programs • Strategies to increase parent involvement and education • Literacy coaches • Learning environment • Counseling • Standards-based literacy/math curricula • Literacy intervention programs <p>The Homeless Education Project, in addition to outreach and advocacy services, provides the following:</p> <ul style="list-style-type: none"> • Supplementary academic tutoring • Transportation assistance, including van service • School supplies • Uniforms • Supplementary counseling • Professional development • Tutoring at Group Home sites • School site advocacy – group home students • Enrollment assistance 	In place

<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.</p>	
<p>N/A</p>	
<p>Please describe the actions the LEA will take to assist its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.</p>	
<p>Corrective actions include:</p> <ul style="list-style-type: none"> • Assistance in the development or revision of a school plan based on scientifically-based research • Assistance in analyzing and revising the school budget so that the school’s resources are used effectively • Technical assistance from central office in the implementation of the school plan • Assurance that not less than 10% of Title I funds will be for professional development • School reform coaches to support the principal and Instructional Leadership Team (ILT). • PD focusing on teacher expectation, student achievement, and classroom management • Extra help for students in language arts, math, and English language development • Increased number of “highly qualified” teachers • Assistance in obtaining funds for underperforming schools • Training principals, ILT, and teachers on effective literacy practices and standards-based curriculum • District plan for Closing the Achievement Gap and Improving Achievement for all Students 	<p>In place</p>
<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
<p>Public School Choice: All parents whose children attend schools in PI are notified in September and again in January that they have the right to transfer their child to a school not identified as program improvement in the next school year. In addition, parents at any newly identified PI schools will be notified in August. The notification includes:</p> <ul style="list-style-type: none"> • A statement that the school is in Program Improvement • A definition of Program Improvement • What the District is doing to assist the school in increasing achievement • How parents can be involved in helping the school raise the achievement level • How the school compares to other schools in the District • The names of non-Program Improvement schools in the District • The availability of transportation, to be paid for by the District, to the non-Program Improvement school <p>Supplemental Services: All parents whose eligible children attend a PI year 2 or greater school will be notified annually that supplementary educational services are available. A list of state-approved providers and their services is communicated to all eligible families via; first class mail, phone using Connect Ed, the District website and parent meetings. An agreement between the District and the provider will specify:</p> <ul style="list-style-type: none"> • The process for developing student achievement goals. • How progress will be assessed. • How parents will be informed of student progress. • A timeline for improving achievement. • Provisions for terminating agreement. 	<p>In place</p>

<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>Coordination of Educational Services at the District level:</p> <ul style="list-style-type: none"> • The School Board has determined District achievement goals for all students, as well as for Latino, African-American, special ed, and EL subgroups of students based on the recommendation of the Superintendent and the Superintendent's Cabinet. These goals guide the work of the entire District. • At the Cabinet level, several subgroups work collaboratively to make policy to ensure that the achievement goals will be attained, with a focus on the Title I/PI/SAIT schools. These groups include: <ul style="list-style-type: none"> ○ Teaching and Learning Cabinet ○ Executive Directors • Several District committees and groups meet on a regular basis. A major purpose of these meetings/trainings is to articulate and coordinate the District's literacy focus and achievement goals and to ensure that all students are receiving high quality instruction. The committees/groups include: <ul style="list-style-type: none"> ○ Curriculum Council ○ Multilingual District Advisory Committee ○ Citizens Advisory Committee <p>Coordination of Educational Services at the school site:</p> <ul style="list-style-type: none"> • School plans are tied to the District's achievement goals and serve as a guide for implementing actions to attain these goals. • School plans address how the needs of English learners, children with disabilities, and underachieving students will be met with specific instructional strategies • School plans contain the state required components, including but not limited to: a comprehensive needs assessment; school wide reform strategies that are research-based; staff professional development; parental involvement strategies; a transition from pre-school to kindergarten plan; and clear evidence that programs are coordinated and integrated. • School plans include specific funding sources for major reform strategies to clearly outline how dollars are used to improve student achievement. 	<p>In place</p>
<p>Coordination of Educational Services</p> <p>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.</p>	

<ul style="list-style-type: none"> • The District conducts needs assessments to identify teacher and principal needs. • Based upon identified needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds will be used to provide professional development that is data-driven and results-based. The focus will be for teachers, paraprofessionals, and principals with the highest need. • A long-range professional development plan will be developed and will include, based on need, the following areas: <ul style="list-style-type: none"> ○ Literacy ○ Mathematics ○ English language development ○ Effective instructional practices ○ Closing the achievement gap ○ Equity training ○ Science ○ School safety ○ Resiliency • The professional development trainers/facilitators will include Strategic Focus Specialists, external coaches for principals, school site literacy coaches, and outside consultants • Teacher qualifications, as mandated by NCLB, will be tracked and monitored by the Human Resources Department with follow-up monitoring by program managers for interns, and BTSA, principals, and the State and Federal Programs Department. • Executive Directors will monitor the leadership progress of principals 	<p>In Place</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------

Part III: Assurances and Attachments

Assurances

Signature Page

Assurances

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Print Name of Superintendent

Signature of Superintendent

Date