



**Colton Joint Unified
School District**

**Local Educational Agency (LEA) Plan
LEAs in PROGRAM IMPROVEMENT YEAR 3
CORRECTIVE ACTION**

July 2011-2014

**Board Meeting
June 16, 2011**

(CDE use only)
Application #

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **June 30, 2011**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Colton Joint Unified School District

County/District Code: 36-67686

Dates of Plan Duration (should be up to three years): July 2011-July 2014

Date of Local Governing Board Approval: June 16, 2011

District Superintendent: Jerry Almendarez

Address: 1212 Valencia Dr.

City: Colton State: CA Zip: 92324

Phone: 909 580-500 X6506 Fax: 909 433-9471

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

See Assurances on pages 124-132. Signatures are required on page 133.

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
√	IDEA, Special Education	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
√	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
√	Title III, Immigrants		Dropout Prevention and Recovery Act:
√	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
√	Adult Education		Immediate Intervention/ Under performing Schools Program
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	Other: ARRA Child Development	√	Other (describe): ASES
√	Other : Education Jobs Fund	√	Other (describe): QEIA
√	Other: ARRA Title I	√	Other (describe): Teacher Recruitment and Retention
√	Other: Smaller Learning Community	√	Other (describe): English Language Learner Training
√	Other: ARRA Title II Tech Ed.	√	Other (describe): Lottery Instructional Materials
√	Other : St. Fiscal Stabilization Funds (ARRA)	√	Other (describe): Special Ed.
√	Other: Child Development Program (Federal Head-Start)	√	Other (describe): Special Ed. -Project Workability
√	Other:: ARRA -Special Ed	√	Other (describe): Special Ed. Low Incidence
√	Other: ARRA -MCK-VNTO HME	√	Other (describe): Special Ed. Personnel Development
√	Medi-Cal Billing	√	Other (describe): CIG/TBCO PDTS SRTX FND-ENTL GR

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Program	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$592,534	\$5,655,306	\$4,978,550	80%
Title I, Part D, Neglected/Delinquent	\$910	\$0	\$910	100%
Title II Part A, Improving Teacher Quality	\$111,571	\$1,139,573	\$527,710	43%
Title II, Part D, Enhancing Education Through Technology	\$9,120	\$19,871	\$0	0
Title III, Limited English Proficient	\$126,105	\$645,604	\$230,344	30%
Title III, Immigrants	\$50,730	\$71,085	\$92,133	76%
Title IV, Part A, Safe and Drug-free Schools and Communities	\$79,016	\$0	\$36,277	46%
Adult Education	\$0	\$386,760	\$307,751	80%
Career Technical Education	\$0	\$169,173	\$91,619	54%
McKinney-Vento Homeless Education	\$0	\$69,137	\$16,708	25%
IDEA, Special Education	\$0	\$3,975,207	\$3,323,415	84%
Child Development Programs (Federal Head Start)	\$0	\$1,144,033	\$802,653	70 %
ARRA Title II Ed Tech	\$0	\$607,111	\$223,004	49%
ARRA MCK-VNTO HME	\$49,108	\$0	\$24,635	50 %
ARRA Title I	\$327,578	\$149,706	\$355,347	74%
ED Tech Funds	\$0	\$3,939,771	\$3,132,879	80%
Smaller Learning Communities	\$5,786	\$161,266	\$127,970	77%
ARRA Spec. Ed.	\$1,551,895	\$253,126	\$1,040,643	76%
ARRA St. Fiscal Stabilization	\$3,200,945	\$1,059,292	\$3,200,945	75%
Medi-Cal Billing	\$448,997	\$230,000	\$ 2,081	.31%
ARRA Child Development	\$0	\$524	\$524	100%
TOTAL	\$6,554,295	\$19,446,775	\$18,516,098	58%

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$403,794	\$1,770,898	\$960,321	44%
EIA – Limited English Proficient	\$483,468	\$1,805,405	\$1,259,325	55%
School and Library Improvement Block Grant	\$0	Tier III	\$0	\$0
Child Development	\$0	\$2,100,525	\$1,819,107	87%
Child Development Programs (State Pre-School)	\$0	\$3,296,327	\$2,086,302	63%
Gifted and Talented Education	\$0	Tier III	\$0	\$0
Tenth Grade Counseling	\$0	\$0	\$0	\$0
QEIA (Quality Education Investment Act)	\$0	\$915,144	\$852,894	88%
ASES (After School Education and Safety Program)	\$0	\$1,237,140	\$1,201,264	97%
Teacher Recruitment and Retention	\$32,048	\$0	\$0	0.00%
English Language Learner Training	\$73,999	\$0	\$61,379	82.95
Lottery: Instructional Materials	\$13,490	\$490,260	\$490,051	97.28%
Special Education	\$800,169	\$11,692,471	\$9,426,592	75.46%
Special Ed- Project Workability	\$0	\$139,752	\$0	0.00%
Special Ed -Low Incidence	\$0	\$2,349	\$2,226	94.76%
Special Ed Personnel Development	\$0	\$6,568	\$0	0.00%
CIG/TBCO PDTS SRTX FND-ENTL GR	\$8,100	\$0	\$7,678	94.8%
TOTAL	\$1,815,068	\$23,456,839	\$17,315,098	53.5%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

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

District Profile

District Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students’ families and our diverse communities.

Demographics

The Colton Joint Unified School District (CJUSD) in San Bernardino County is a district of 23,846 students (Con App 2010.) The district serves 26 schools, 18 (K-6) elementary ranging in size from 620 to over 881, four (7-8) middle schools ranging from 861 to 1,054, two (9-12) comprehensive high schools of 3,022 to 3,338, one continuation high school of approximately 276, one K-12 school with 296 and one community day school with 12 students. One school receives Quality Education Investment Act (QEIA) funding for smaller class size and increased staff professional development. The district also serves over 726 students in numerous state and federal programs for preschool children. The specific demographics as reported by the CDE website for 2010-2011 are:

Hispanic	White	African American	Asian	Filipino		
80%	9%	7%	2%	1%		
English Learners	Reclassified EL	Students With Disabilities	GATE	Free/ Reduced Lunch	District Mobility*	Parent Ed.**
27%	12%	10%	8%	73%	93%	2.41

*District Mobility: The percent of students continuously enrolled from CBEDS to STAR testing.

**Parent Education: The average level of parent education where “2” is high school graduate and “3” is some college.

Program Improvement Status

The District is currently in Program Improvement Year Three (Cohort 1). In March 2008 the State Board of Education identified CJUSD as a district requiring a District Assistance Intervention Team (DAIT). The district contracted with New Directions for Academic Advancement, Inc., an approved DAIT provider, to assist Colton in fully implementing Corrective Action 6, fully implement a new SBE-approved curriculum including professional development. The district has continued to work with New Directions for Academic Advancement, Inc. to fully implement the DAIT recommendations and High Leverage Actions designed to increase student learning in Colton Joint Unified. Thirteen schools in the district receive Title I funds. Of those 13 schools 6 are not in Program Improvement. The remaining 7 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 5+
0	0	0	1	1	5

Alice Birney and Ruth Grimes Elementary Schools made their AYP targets 2009 in 2010 and exited Program Improvement.

Needs Assessment

In 2010-2011 an analysis was conducted by the District and the DAIT team in preparation for writing the new Local Educational Agency (LEA) Plan. Current student achievement data including CST, CELDT, district benchmark data, the 2010 AYP and API reports were reviewed. Information on the degree of implementation of the nine Essential Program Components identified in the Academic Program Survey (APS) for each school site was gathered, aggregated into summaries for elementary, middle, and high school prior to review. The superintendent, cabinet, and Ed Services analyzed the level of implementation of Corrective Action 6, the district instructional priorities, and student achievement. Site principals and leadership teams gave input into the level of implementation of the instructional programs through the APS and individual principal interviews. Parents provided input for the LEA Plan through meetings of the District English Learner Advisory Council (DELAC), as well as through parent surveys from the Title I schools. The District Leadership Team (DLT) monitors the implementation of the identified Program Improvement High Leverage Actions during monthly meetings and reports on progress made and issues pending to ensure full implementation of all actions needed.

The analysis and stakeholder input described above provided the following picture of the district and guided the writing and focus of the new 2011 LEA Plan. In 2010 CJUSD remained in Program Improvement and advanced to Year 3 because it did not meet the AYP ELA proficiency target in 2010 district-wide and for these subgroups: African American, Hispanic, White, SED, English Learners and SWD students. It did make the AYP targets for Asian and Filipino students. In mathematics the district did not make the AYP 2010 target districtwide or for African American, Hispanic, SED, English Learners and SWD students. Again the district met the AYP target in 2010 in math for the Asian and Filipino subgroups and for the white subgroup. The API grew 107 points from 2002 to 2010 with 11 points growth in 2010. Historically district students achieve at about the same rate in math as in reading language arts. The district did make the graduation rate

in 2010 which is the first time in several years and was due to specific additional actions taken by district staff to support students to graduate. While the district and schools are making gains in ELA and math, the achievement of students needs to be accelerated, and the gap between groups of learners needs to be closed.

Title II

The district is currently identified a Title II Level C sanction district, meaning that it has failed for three consecutive years to have 100% Highly Qualified Teachers (HQT). As such it is mandated to enter into a memorandum of understanding with CDE regarding expenditure of its Title II funds and must implement its Equitable Distribution of Teachers. The agreement consists of a Memorandum of Understanding (MOU), which is current for the 2010-11 school year, the Budget Agreement about how the Title II funds will be used to support teachers to become HQT and a Non-Compliant Teacher Action Plan. CJUSD entered into an agreement with the CDE per the provisions of Section 2141(c) of the ESEA. CMIS Level C Section 2141 (c) Accountability Requirements.

Title III

The district is currently in Year 1 of the Title III requirement for failing to make all three Annual Measurable Achievement Objectives (AMAOs) in 2010. The district made the AMAO 2 target for students in a language program for less than 5 years but missed AMAO 1 and AMAO 2 for students in a language program more than 5 years and AMAO 3 in ELA and math. The district was required to notify parents of ELs of this status by October 2010. The district made AMAOs 1, 2 and 3 in 2009 through Safe Harbor but has not made AMAO 3 for the six previous years. Several focused initiatives and practices have been put into place to meet the needs of English Learner students that are described below in the section on progress made on the DAIT Recommended Actions and in Goal 2 of this plan.

Student Achievement Data Analysis (See 2008-2010 AYP Chart below)

Examination of student achievement data indicates CJUSD did not meet the district wide ELA AYP target in 2010 with 42.3% of the district students proficient in EL; it also missed this target in 2009 but met the target in 2008. African American, Hispanic, SWD, and SED students did not make the ELA targets for 2008, 2009, and 2010. The EL subgroup made the ELA target in 2009 through Safe Harbor but not in 2008 or 2010. The White subgroup made the ELA target in 2008 and 2009 but not in 2010. The Asian and Filipino subgroups made the AYP target all three years.

The district did not meet the AYP math targets in 2008, 2009 or 2010 for district-wide, African American, SED, and SWD. Both the Hispanic and EL subgroups made the AYP in 2009 through Safe Harbor but did not make the math AYP in 2008 or 2010. The Asian, Filipino and White subgroups all made the math AYP each year 2008, 2009, and 2010. CJUSD made the 95% percent participation rate and API growth criteria all three years. The district did not make the graduation rate in 2008 and 2009 but did make it in 2010.

Colton Joint Unified School District AYP 2008-2010

English Language Arts	2010 % Tested	2008 % Prof	Met Target	2009 % Prof	Met Target	2010 % Prof	Met Target	3 Year Change	Additional Indicator API	
Target	95	34		45		56			2008 Base	673
District Overall	99	34.6	Yes	40.7	No	42.3	No	+7.7	2009 Growth	701
African American	99	32.7	No	40.4	No	41	No	+8.3	Change	25
Asian	99	65.9	Yes	70.6	Yes	74.3	Yes	+8.4	2009 Base	699
Filipino	100	62.7	Yes	69.2	Yes	70	Yes	+7.3	2010 Growth	710
Hispanic	100	31.4	No	37.5	No	39.7	No	+8.3	Met Target 2010	Yes
White	100	49	Yes	55.7	Yes	55.3	No	+6.3		
SED	100	29.2	No	35.7	No	38	No	+8.8		
English Learner	99	22.8	No	30.9	Yes SH	29.4	No	+6.6		
SWD	98	16.8	No	27.5	No	26.4	No	+9.6		
Mathematics	2010 % Tested	2008 % Prof	Met Target	2009 % Prof	Met Target	2010 % Prof	Met Target	3 Year Change	Additional Indicator Graduation Rate	
Target	95	34.6		45.5		56.4			2008 Rate	67.3
District Overall	100	32.4	No	40.8	No	44.7	No	+12.3	2009 Rate	66.0
African American	99	28.8	No	35.8	No	38.8	No	+10	2010 Rate	70.01
Asian	99	63.8	Yes	71.6	Yes	77.2	Yes	+13.4	Met Target 2010	Yes
Filipino	100	62.6	Yes	67.3	Yes	70.2	Yes	+7.6		
Hispanic	100	29.9	No	38.5	Yes SH	42.6	No	+12.7		
White	100	42.3	Yes	52	Yes	56.5	Yes	+14.2		
SED	100	28.9	No	37.7	No	41.6	No	+12.7		
English Learner	100	26.4	No	36	Yes SH	39.2	No	+12.8		
SWD	98	16.5	No	29	No	31.9	No	+15.4		

Colton Joint Unified District Adoptions 2010-2011

G R	Reading/Language Arts	Reading/Language Arts/ELD Intensive Intervention for Grades 4-6	ELD (If separate from core program 2 RLA)	Mathematics	Mathematics Intervention Grades 4-6
K- 3	Houghton Mifflin, <i>Reading A Legacy of Literature California</i> , 2002		Houghton Mifflin <i>Reading Ca. 2002 Ancillary Materials and Hampton Brown Into English</i>	Scott Foresman <i>enVision Math</i> , 2008	
4- 5	Houghton Mifflin, <i>Reading A Legacy of Literature California</i> , 2002	Sopris West <i>Language! CA Edition</i> , 2009	Houghton Mifflin <i>Reading Ca. 2002 Ancillary Materials and Hampton Brown Into English</i>	Scott Foresman <i>enVision Math</i> , 2008	Macmillan/ McGraw-Hill, <i>Math Triumphs</i> , 2009
6	Houghton Mifflin, <i>Reading A Legacy of Literature California</i> , 2002	Sopris West <i>Language! CA Edition</i> , 2009	Houghton Mifflin <i>Reading Ca. 2002 Ancillary Materials and Hampton Brown Into English</i>	Scott Foresman <i>enVision Math</i> , 2008	Macmillan/ McGraw-Hill, <i>Math Triumphs</i> , 2009
G R	Reading/Language Arts	Reading/Language Arts Intensive Intervention/ELD	ELD (If separate from core program 2 RLA)	Mathematics	Mathematics Intervention 7-12
7	McDougal-Littell <i>Language of Literature 2002; 2006</i>	Sopris West <i>Language! CA Edition 2009</i>	Sopris West <i>Language! CA 4th Edition 2009</i>	CGP Education Inc., <i>Course Two</i> , 2008	Macmillan/ McGraw-Hill, <i>Math Triumphs</i> , 2009
8	McDougal-Littell <i>Language of Literature 2002</i>	Sopris West <i>Language! CA Edition 2009</i>	Sopris West <i>Language! CA 4th Edition 2009</i>	CGP Education Inc., <i>Algebra 1</i> , 2008	UCLA Center of Mathematics <i>Intro to Algebra 2009</i>
9- 12	Prentice Hall <i>Timeless Voices, Timeless Themes</i> , 2002	English I Intensive <i>READ 180 CA. Enterprise</i> , 2006	Sopris West <i>Language! CA 4th Edition</i>	Holt, Rinehart & Winston <i>Algebra 1, Holt California</i> 2008	Holt, Rinehart & Winston <i>Holt California, Algebra Readiness</i> 2009

District Progress on DAIT High Leverage Actions

The following statements describe progress in implementing Corrective Action 6 and the three High Leverage Actions identified by New Directions for Academic Advancement, the DAIT provider for Colton Joint Unified School District, and adopted by the district as the focus for their improvement reforms.

1. Implement SBE Corrective Action 6, “*Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils.*”

- Adopted and implemented in fall 2008 the new SBE-approved 2007 Mathematics core programs for all students: K-6th Scott Foresman *enVision Math*, 7th-8th CGP Education Inc., *Course Two*, 2008, CGP Education Inc., *Algebra 1* 2008, 9th Holt, Rinehart & Winston *Holt California, Algebra I* 2008.
- Adopted and implemented in fall 2009 the new SBE-approved 2007 math intervention programs: 4th-7th Macmillan/McGraw-Hill, *Math Triumphs*, 2009, 8th UCLA-Center of Mathematics, *Intro to Algebra* 2009, 9th Holt, Rinehart & Winston Holt California, Algebra I, *Algebra Readiness*, 2009.
- More fully implemented the 2002 RLA adopted core programs for all students by using all components and ancillary materials: K-6th Houghton Mifflin, *Reading A Legacy of Literature*, 7th-8th McDougal-Littell *Language of Literature* and 9th-10th Prentice Hall, *Timeless Voices, Timeless Themes*.
- Adopted and implemented in fall 2010 the new SBE-approved 2008 E/RLA adoptions for reading intervention and ELD (Program 5): Sopris West 4th-8th *Language! 4th Edition* and 9th-10th Scholastic *Read 180 California Enterprise Edition*.
- Provided 40 hours of Professional Development for all new math adoptions for all teachers and administrators prior to implementation of programs.
- Provided and required professional development for all teachers, coaches, and administrators in strategies to support increased achievement for English Learners through ELPD (40 hours).

2. Provide all English Learners and Students with Disabilities full access to the core curriculum in reading/English language arts and mathematics

- Adopted intervention programs for English learners and remedial readers.
- Purchased intervention program for mathematics for grades 4-7.
- Implemented the algebra readiness program with grade 8.
- Reviewed schools for program implementation of math and RLA/EL intervention.
- Trained teachers in the implementation of math interventions and RLA *Language!*
- Coached teachers implementing math intervention and *Language!*
- Developed placement procedure for interventions.
- Provided RtI² training to all school teams, Level 1 and Level 2.
- Created pyramids of intervention for every school.
- Conducted principal summits for secondary leaders.

- Established additional RLA and math tutorial during the day K-6 and core plus strategic support classes at middle and high school for students at strategic level
- 3. Train and monitor district and site administrators and teachers to fully and consistently use the district data system to navigate the system, generate reports, disaggregate data, and use data results to improve instruction and increase student achievement.**
- Created and implemented data protocol.
 - Implemented standards-based pacing and assessment programs.
 - Reviewed schools for utilization of assessment and data practices.
 - Trained site leaders to improve data utilization strategies.
 - Coached teachers implementing math intervention and *Language!* program.
 - Developed placement procedure for interventions.
 - Used data to review school intervention programs as part of district RtI² training and Protocols.
- 4. Provide all sites district support through content experts and coaching to implement the new mathematics and current RLA adoptions.**
- Provided training to all teachers in the math adoption, ELPD and intervention programs.
 - Educational services teams visited all schools.
 - Special teams focused on middle and high schools.
 - Reviewed schools for utilization of assessment and data.
 - Inspected data utilization strategies, intervention procedures, school intervention programs, and placement procedures.
 - Administered the Academic Program Survey (APS).
 - Monitored Nine Essential Program Components.
 - Interviewed all site administrators on the level of implementation of the Nine Essential Program Components.

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

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

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

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

Colton Joint Unified School District (CJUSD) uses numerous local assessments developed by the district and aligned to state standards and district grade level or course level pacing guides to monitor student achievement. District Benchmark assessments aligned to state standards are given 6 times per year K-6 and 4 times per year 7-12. Diagnostic and screening assessments (such as DIBELS) are used in elementary grades. Curriculum-embedded assessments from adopted programs in RLA intervention grades 4 through 10 *Sopris West Language!* Fourth Edition, ELD Benchmarks for ELs, and math intervention program assessments (*Math Triumphs*) are also used for placement in intervention programs and progress monitoring. Students in need of intensive support in grades K-6 have additional progress monitoring every 2 to 3 weeks in ELA. The assessments listed on the charts below are required and used by teachers, instructional coaches, and administrators, as well as district administrators, to monitor progress of students. Teachers meet twice monthly in professional learning communities (PLCs) to review assessment results and determine intervention steps for students not learning. Principals and district administrators meet as a PLC to review district grade level progress.

Other indicators used by CJUSD to assess student academic performance and not listed in the district assessments charts below include:

- All grade levels: Redesignation Rates, Student Attendance Rates, GATE Identification, Student Behavior/Discipline
- High School: College Acceptance-UC Qualified, SAT and ACT Results, AP Test Results, Number of Students in AP Classes, CAHSEE Pass Rates

**Colton Joint Unified School District
2010-2011 District Assessments
Elementary**

GRADE	ENGLISH/READING LANGUAGE ARTS	MATHEMATICS	ENGLISH LANGUAGE DEVELOPMENT
K	District created Kindergarten Benchmark given 3 times per year DIBELS 3 times per year Progress Monitor (every 2-3 weeks) Writing: 3 types of genre, one each trimester	District created benchmarks aligned to CA. Content Standards given 6 times per year	Hampton Brown <i>Into English 8 Unit Assessments</i> given every six weeks
1 st – 3 rd Grade	District created benchmarks aligned to CA Content Standards 6 times per year DIBELS 3 times per year Progress Monitor Intensive students (every 2-3 weeks) Writing: 3 types of genre, one each trimester	District created benchmarks aligned to CA. Content Standards given 6 times per year	Hampton Brown <i>Into English</i> for ELs 1 & 2 every 6 to 8 weeks ELD Benchmarks for identified students and are embedded in ELA for ELs 3, 4, and 5 six times a year
4 th -6 th Grade	District created benchmarks aligned to CA Content Standards 6 times per year DIBELS given 3 times per year Progress Monitor Intensive students (every 2-3 weeks) Writing: 3 types of genre, one each trimester Intervention: <i>Language!</i> Fourth Edition, Summative & Content Mastery Assessments	District created benchmarks aligned to CA Content Standards 6 times per year Intervention: <i>Math Triumphs</i> Placement and Monitoring	Hampton Brown <i>Into English</i> for ELs 1 & 2 every 6 to 8 weeks ELD Benchmarks for identified students and are embedded in ELA for ELs 3, 4, and 5 six times a year

**Colton Joint Unified School District
2010-2011 District Assessments
Secondary**

GRADE	ENGLISH/READING LANGUAGE ARTS	MATHEMATICS	ENGLISH LANGUAGE DEVELOPMENT <i>(for English Learners only)</i>
7 th -8 th Grade	4 district created benchmarks aligned to CA Content Standards 2 district created end-of-semester Assessments	4 district created benchmarks aligned to CA Content Standards 2 district created end-of-semester Assessments	Intervention for ELs: <i>Language!</i> Fourth Edition, Summative and Content Mastery Assessments
9 th -12 th Grade	4 district created benchmarks aligned to CA Content Standards 2 district created end-of-semester Assessments	4 district created benchmarks aligned to CA Content Standards 2 district created end-of-semester Assessments	Intervention for ELs: <i>Language!</i> Fourth Edition, Summative and Content Mastery Assessments

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will increase the instruction of E/RLA grade level standards through the teaching of standards-based instruction.</p> <ul style="list-style-type: none"> Identify essential standards for each grade level K-12 based on the R/ELA framework, CST, and CAHSEE blueprints and released test questions (RTQs) for each grade level and course developing and discussing the Pacing Guides, using the district Pacing Guide, and Benchmark Assessment Committees comprised of teachers and administrators who meet 3 to 4 x per year. Train teachers by grade level along with principals to know and understand grade level standards-based instruction. Provide, and monitor teachers' use of grade level pacing guides for E/RLA adoptions that align to and teach the essential standards. Monitor instruction of essential standards through district site walk throughs and daily principal visits of classrooms. Require teacher lesson plans and posted board daily agenda to state learning objectives and standards to be taught. Require data teams (grade/course level PLCs) to analyze student proficiency of essential standards on district benchmarks and common assessments for E/RLA. Grade/course teams meet to progress monitor students, co-plan & modify instruction. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang. Support Services, Site Admin, TOAs Coaches, E/RLA Teachers, Meetings held 3 to 4 x per year</p> <p>Monthly Meetings Principals July-August 2011, 2012, 2013 daily monitoring</p> <p>District walk throughs Oct-Mar, Daily principal daily visits 2011, 2012, 2013 Daily Aug 2011-June 2014</p> <p>Twice monthly 2011, 2012, 2013</p>	<p>Teacher Stipends, or substitutes</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Substitutes</p>	<p>\$11,000</p> <p></p> <p></p> <p>\$85,000</p>	<p>Title II</p> <p></p> <p></p> <p>Title I, EIA/LEP EIA/SCE</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Fully implement new reading intervention/ELD adoptions for grades 4-10 daily as designed to support the needs of all students and provide sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. 	Daily Aug.-June. 2011, 2012, 2013	Cost of grades 4-10 reading intervention program materials	\$ 320,000	Elem., ARRAEIA,L EP, Title I, Sec., IMFRP/Tier III textbooks
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2a. The district will fully implement and monitor full use of these SBE-approved E/RLA core and interventions for all students including ELs and SWDs:</p> <ul style="list-style-type: none"> -K-6 Houghton Mifflin <i>A Legacy of Literacy</i> 2002 for core, <i>HM English Learner Handbook</i> core -K-6 Hampton Brown <i>Into English</i> ELD -4-8 Sopris West <i>Language! 4th Edition</i> 2008 reading intervention/ELD (adopted 2009) -7-8 McDougal-Littell <i>Language of Literature</i> 2002 core -9-12 Prentice Hall, <i>Timeless Voices, Timeless Themes</i> core 2002, 9-10 Scholastic <i>READ 180 California Enterprise Edition</i> reading intervention/ELD (adopted in 2009) <ul style="list-style-type: none"> Purchase and implement replacement materials each year for the core K-6 Houghton Mifflin <i>Legacy of Literacy</i>, 7-8 McDougal-Littell <i>Language of Literature</i> and 9-10 Prentice Hall, <i>Timeless Voices, Timeless Themes</i> programs. Monitor daily instructional time for core E/RLA instruction through spring and fall review of grade level instructional minutes K-6 and master schedules for 7-12 according to the Academic Program Survey EPC 2.1: kindergarten 60 minutes, grades 1-3 2.5 hours, grades 4-6 2 hours, grades 7-12 60 minutes or one class period. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang. Support Services, TOAs Sp. Ed., Site Administrators, Coaches, E/RLA Teachers</p> <p>June 2011, 2012, 2013</p> <p>District site visits Daily Principal visits Aug.-Je. 2011-2012, 2012-2013, 2013-2014</p>	<p>Replacement K-12 core E/RLA materials</p> <p>NA</p>	<p>\$225,436 K-6 \$38,368 7-12</p>	<p>IMFRP Tier III</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Fully implement & monitor new reading intervention/ELD adoptions for grades 4-6 with 2.5 hours and grades 7-10 two periods of daily instruction as designed to support the needs of all students including ELs and SWDs. Use the E/RLA ancillary materials from the core adoptions K-12 daily to provide additional universal access time with differentiated instructional support to meet the needs of all strategic students and provide extra support for struggling readers, ELs and SWDs. Provide special accommodations or modifications for SWD students to enable them to participate successfully in the core classrooms as appropriate to meet their needs. Provide daily instruction in ELA grade level standards with lessons designed to scaffold learning and daily standards-based ELD instruction appropriate to each student's English language proficiency. Monitor instructional strategies for ELs and SWDs using the district site walk throughs and daily classroom visits. Develop and implement an action plan developed by principal and leadership team to remedy grade and class level instructional practices in E/RLA rated minimally or partially implemented. <p>2b. When funding is available, CJUSD will purchase and fully implement the new adopted E/RLA 2008 adoptions from Program 2 (core and ELD, adopted May 2010):</p>	<p>District site visits Daily Principal visits Aug.-Je. 2011-2012, 2012-2013, 2013-2014</p> <p>Aug.-Je.2011-2012, 2012-2013, 2013-2014</p> <p>Aug.-Je. 2011-2012, 2012-2013, 2013-2014</p> <p>Aug.-Je. 2011-2012, 2012-2013, 2013-2014</p> <p>District site visits Daily Principal visits Aug.-Je.2011-2012, 2012-2013, 2013-2014</p> <p>After district site visits</p> <p>TBD</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Purchase of new 2008 core E/RLA programs</p>	<p>\$2.5 M approx.</p>	<p>General Fund</p>
<p>3. Extended learning time: 3a. The district will provide and monitor sufficient reading intervention classes (<i>Language!</i>) at grades 4-6 for all</p>	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang.</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>appropriate students at all elementary sites.</p> <ul style="list-style-type: none"> Continue to purchase <i>Language!</i> program at all Program Improvement K-6 sites as funds are available. Monitor number of sufficient reading interventions for all appropriate students reading two or more years below grade level at each site through spring and fall review of grades 4-6 class schedules at all elementary sites. Use assessments and placement criteria to determine the instructional needs of intensive learners and the intensity of support. Fully implement new reading intervention adoptions as written for grades 4-6 with 2.5 hours of instruction. <p>3b. The district will provide and monitor sufficient ELD instruction for all appropriate ELs at grades K-6.</p> <ul style="list-style-type: none"> Place ELs appropriately into ELD using CELDT and all available English proficiency measures. Monitor number of minutes for ELD instruction through spring and fall review of K-6 grade level class schedules at all elementary sites. <p>3c. The district will provide and monitor implementation of additional instructional time within the school day for K-6 students identified for strategic support in RLA, using the current SBE-adopted, standards-based, basic core program and ancillary materials.</p> <ul style="list-style-type: none"> Use assessments and placement criteria to determine the instructional needs of strategic learners and the intensity of support. 	<p>Support Services, TOAs, Sp. Ed., Testing, Site Administrators, Coaches, E/RLA Teachers</p> <p>July 2011,2012,2013 May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014 May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014 Daily 2010-2014</p> <p>May -Aug 2011, 2012, 2013, 2014</p> <p>May -Aug 2011, 2012, 2013, 2014</p> <p>Aug. 2011,2012, 2013, 2014</p>	<p><i>Language! 4th Edition</i> program</p> <p>8 new <i>Language!</i> classes</p> <p>Assessments Edusoft Contract</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Assessments Edusoft Contract</p>	<p>\$320,000</p> <p>\$ 40,000</p> <p>\$65,257 \$174,625</p> <p></p> <p></p> <p></p> <p>\$65,257 \$174,625</p>	<p>ARRA, EIA, LEP, Title I</p> <p>ARRA,IDEA</p> <p>General funds EETT ARRA</p> <p></p> <p></p> <p></p> <p>General funds EETT ARRA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Provide 30 minutes of additional push-in intervention support for strategic students reading within two years of grade level using Kindergarten teachers, TOAs, Curr. Program Specialists and teachers for targeted students. 	Daily 2011-2014	Cost of Curr. Program Spec., and Teachers	\$150,000	Title I, EIA LEP SCE
<ul style="list-style-type: none"> Monitor number of minutes for additional support for strategic instruction through spring and fall review of grades K-6 grade level class schedules at all elem. sites. 	May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014	NA		
<ul style="list-style-type: none"> Provide K-6 before school/after school extended learning time for students selected based on district benchmark data including ELs and SWD students. 	Daily 2011-2014	After School Program teacher extra duty pay and materials cost for intensive instruction	\$1,237,140	Title 1, EIA/SCE EIA/LEP
<ul style="list-style-type: none"> Provide K-6 intersession extended learning time for students scoring between 325-355 on ELA CST. Benchmark data will be used to determine which ELA key standards need to be the focus of instruction. 	Daily during Intercessions Sept-Je 2011-2012 2012-2013 2013-2014 Daily 2011-2014	Teacher and materials cost Intersession	\$110,500	Title 1, EIA/SCE EIA/LEP
<ul style="list-style-type: none"> Provide extended ELD time during the school day and afterschool to provide K-6 EL students with vocabulary development, reading fluency and frontloading for core curriculum. 		Assessments	\$65,257	General Funds
<ul style="list-style-type: none"> Provide K-6 After school Education & Safety Program (ASES) at Title I schools. 	Aug-June 2011-2014	ASES After school program	\$247,516	ASES Grant
<p>3d. The district will provide and monitor sufficient reading intervention classes with two periods (<i>Language!</i>) at grades 7-8 and (<i>READ 180</i>) at grades 9-10 for all appropriate students reading two or more years below grade level at 7-8 and reading below 6th grade at 9-10.</p>				
<ul style="list-style-type: none"> Use assessments and placement criteria to determine the instructional needs of intensive learners and the intensity of support. 	May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014	Assessments Edusoft Contract Vport	\$65,257 \$174,625 \$ 700	General Funds Title I,II, III EETT ARRA
<ul style="list-style-type: none"> Fully implement new reading intervention adoptions for 	Daily 2011-2014	NA		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Place ELs appropriately into ELD using CELDT and all available English proficiency measures. Provide one period of ELD instruction daily through full implementation of the adopted programs through reading intervention/ELD (7-10) or supplemental programs (11-12). Provide ELs who are also identified as SWDs one period of daily ELD instruction. Monitor number of minutes for ELD instruction through spring and fall review of secondary master schedules. <p>3g. The district will provide and monitor sufficient CAHSEE intervention classes for 11-12 grade students who have not passed the CAHSEE ELA.</p> <ul style="list-style-type: none"> Provide sufficient classes during the regular day for 11-12 grade students who have not passed the CAHSEE. Monitor number of minutes for CAHSEE prep instruction in ELA through spring and fall review of secondary master schedules. <p>3h. The district will provide and monitor extended time after the regular school day for students needing additional intervention instruction in E/RLA and ELD.</p> <ul style="list-style-type: none"> Provide ELA academic intervention time after school for 7-12 students including ELs and SWD students using standards-based ELA and ELD curriculum. Provide ELA academic time during the after school program for 9th students needing credit recovery. Provide credit recovery classes during the day for at all high schools for students in need of credits to graduate. 	<p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014 Daily 2011-2014</p> <p>Daily 2011-2014</p> <p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014</p> <p>Aug-June 2011 Aug-June 2012 Aug-June 2013 Aug-June 2014 Aug-June 2011 Aug-June 2012 Aug-June 2013 Aug-June 2014</p> <p>District site visits</p> <p>June-July 2011, 2012, 2013, 2014</p> <p>June-July 2011, 2012, 2013, 2014</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Teacher extra duty pay and materials for intervention instruction.</p> <p>Teacher extra duty pay and materials for credit Recovery program</p> <p>Teacher extra duty pay and materials for credit Recovery program</p>	<p></p> <p></p> <p></p> <p></p> <p>\$ 247,516</p> <p>\$ 66,909</p> <p>\$ 1,237,140</p>	<p></p> <p></p> <p></p> <p></p> <p>EIA/SCE EIA/LEP</p> <p>EIA/SCE EIA/LEP</p> <p>EIA/SCE EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Monitor programs through walkthroughs by Sec. Director. 3i. The district will provide as funding is available summer school programs that target students needing additional instruction to accelerate their learning or earn credits for classes failed.</p> <ul style="list-style-type: none"> • Provide special education summer programs for SWD students as appropriate to their needs. • Provide credit remediation for all senior failing to graduate due to credits. 	<p>Director Spec. Ed. Director Secondary</p> <p>June-July 2011, 2012, 2013</p>	<p>Cost of summer program and teachers' salaries Cost of summer program</p>	<p>\$486,832</p>	<p>Special Education General fund</p>
<p>4. Increased access to technology: The district will support increased access to technology for teachers and students as funds become available</p> <ul style="list-style-type: none"> • Provide all sites some form of audio/visual equipment to enhance the teaching/learning process such as: LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital tablets. • Promote the distributed learning process by transferring technologies from labs to classrooms to enhance the classroom experience. • Provide all students access to technology and internet before, during, and after school through computers in classrooms, lab (mobile and stationery), library and media centers. • Provide teachers with the technology components of the core ELA adoptions: audio CDs, test generator software, lesson planners, teaching transparencies, DVD or VHS interactive content clips. All classroom teachers have additional professional development in the use of technology software from the adopted core curriculum. • Provide teachers either a district laptop or desktop PC and 	<p>Asst. Supt. Ed. Services, Directors Tech, Elem, Sec, Tech Supp. Staff</p> <p>Aug-2011-June 2012 Aug-2012-June 2013 Aug-2013-June 2014</p> <p>Aug-2011-June 2012 Aug-2012-June 2013 Aug-2013-June 2014</p> <p>Aug-2011-June 2012 Aug-2012-June 2013 Aug-2013-June 2014</p> <p>Aug-2011-June 2012 Aug-2012-June 2013 Aug-2013-June 2014</p> <p>Aug-June 2011</p>	<p>(See CJUSD Technology Plan for specific details)</p> <p>Additional equipment and Tech support salaries</p> <p>Additional equipment</p> <p>Pupil testing and license</p> <p>NA (Part of adoptions)</p> <p>NA (Completed)</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>these technology tools: online assessments, Edusoft Data System, and software for adopted core materials.</p> <ul style="list-style-type: none"> Continue to expand use of technology in the after school programs at all sites that provide student access to the technology in the classrooms, labs and libraries allowing access to students in PowerPoint and graphics applications. Provide secondary students the option of taking online courses for credit remediation and acceleration through the use of the Odyessyware online program. Enhance productivity and communications with students and parents through the district-wide use of the Zangle Student Information System. Use the Pulse program to identify and monitor students who need additional support per the RtI² site plans. 	<p>Aug-June 2012 Aug-June 2013 Aug-June 2014 Tech Supp. Staff</p> <p>Aug-June 2011 Aug-June 2012 Aug-June 2013 Aug-June 2014 Aug-June 2011 Aug-June 2012 Aug-June 2013 Aug-June 2014</p>	<p>Edusoft Contract</p> <p>Online Systems</p> <p>Online Systems Student Information System Zangle Odyessyware</p>	<p>\$174,625</p> <p>\$150,000</p> <p>\$150,000 \$73,000 annual fee \$75,000</p>	<p>Title I,II,III EETT ARRA</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>5a. All administrators will receive 40 hours of materials-based training for the E/RLA adoption. Currently 80% K-6 principals and assistant principals have been trained in the 40 hours of AB 430 Houghton Mifflin <i>Legacy of Literacy</i>; 100% of the principals and assistant principals grades 7-8 have received AB 430 materials based training in the current RLA adoption McDougal-Littell <i>Language of Literature</i>. At the 9-12 level 85% have received materials-based training in Prentice Hall, <i>Timeless Voices, Timeless Themes</i>.</p> <ul style="list-style-type: none"> Provide any untrained K-6 site principals & assist principals the 40 hours of E/RLA training in materials-based module 1 and 40 hours of structured practicum. Provide any new untrained site 7-12 principals and assistant principals the 40 hours training Module 1 and an 	<p>Asst. Supt. HR, Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang. Support Services, Spec. Ed., EL, and R/ELA TOAs, Sp. Ed., Testing, Site Administrators, Coaches, E/RLA Teachers</p> <p>K-6 Principals Assistant Principals</p> <p>7-12 administrators</p>	<p>TBD</p> <p>TBD</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>additional 40 hours of structured practicum (per the APS) in leadership support and monitoring needed for the SBE adopted RLA/ELD basic core or reading intervention adoptions. (At the 7-12 level, this 40 hours of training and 40 hours of practicum are inclusive of the training for the site math core adoption.).</p> <ul style="list-style-type: none"> Validate that all principals and assistant principals have completed 40 hours of training and 40 hours of practicum for each RLA/ELD core offered at their site K-6 and for RLA/ELD or reading intervention at the 7-12 sites. <p>5b. Provide all district administrators and K-10 teachers with Explicit Direct Instruction training and follow- up coaching to include two days of training, follow-up three days per site work with pre-written lessons, leadership training in how to measure Instructional Effectiveness in classrooms and how to collect data and write SMART goals based on data. This process will be repeated for four cycles.</p> <p>5c. All administrators will receive continuing training in these areas of professional development:</p> <ul style="list-style-type: none"> Implement and monitor the Nine Essential Program Components. Monitor effective instructional strategies for ELs and SWDs through district site visits and principal daily classroom visits. Provide effective feedback to teachers. Implement leadership skills for using and monitoring the district Data Analysis Protocol by grade/course level teams (PLCs) including developing the appropriate Instructional Response. Use effectively the district and site Instructional Coaches, to fully support teachers in implementing the E/RLA adoptions for core, ELD and reading interventions. 	<p>Asst. Supt. Ed. Services</p> <p>Asst. Supt. Ed. Services, Directors Elem., Sec., Dir. Lang. Support Services, Prin., K-10, coaches, CPS and TOAs Teachers. Nov.2011 - May 2012</p> <p>Monthly principal meetings and additional workshops 2011-2012 2012-2013 2012-2014</p>	<p>NA</p> <p>Training costs Data WORKS Contract Substitutes</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Salaries 13 CPS/ Coaches 17 TOAs</p>	<p>\$16,621 \$202,500 \$150,000</p> <p>\$1,440,916 \$ 1,632,696</p>	<p>Title I</p> <p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA,QEIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Align all sites' professional development plans outlining activities during collaborative time using research-based instructional strategies and effective schools research (Marzano, Reeves, DuFour, Stiggins, and Elmore). Include Explicit Direct Instruction training as part of the district and site on-going professional development focus. Incorporate the professional learning community elements into all professional development to focus on student learning, collaboration and collective inquiry, use of data analysis to identify appropriate response to student learning, and leadership capacity building. Provide professional development that supports collaboration across school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials. Disaggregate district and school site data from Edusoft by subgroup and identify high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and develop site action plans (Response to Intervention) as a component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap. Continue training to use twice-monthly PLCs and data teams of grade or course level teachers at all sites who analyze formative student data from ELA standards-based district benchmarks and short cycle assessments to determine an effective instructional response and intervention for students not achieving. 	<p>Aug , 2011, 2012, 2013, 2014</p> <p>Aug-2011-June 2012,</p> <p>Aug-June 2012, 2013, 2014</p> <p>Oct, Jan, March, June 2011, 2012, 2013</p> <p>District site walk-throughs 2011-2012, 2012-2013, 2013-2014</p> <p>Aug-June 2011, 2012, 2013, 2014</p>	<p>Edusoft Contract</p> <p>Assessments (Benchmark, DIBELS)</p> <p>Training costs</p> <p>Data WORKS Contract</p> <p>Substitutes</p> <p>All Site Professional Development Activities workshops, PLCs, grade/course level data team</p> <p>Salaries 13 CPS/ Coaches 17 TOAs</p> <p>Edusoft Contract</p> <p>Salaries 13 CPS/ Coaches 17 TOAs</p>	<p>\$174,625</p> <p>\$65,257</p> <p>\$16,621.71</p> <p>\$202,500</p> <p>\$150,000</p> <p>\$50,000</p> <p>\$211,360</p> <p>\$1,440,916</p> <p>\$ 1,632,696</p> <p>\$174,625</p> <p>\$1,890,000</p> <p>\$540,000</p>	<p>Title I,II,III EETT ARRA</p> <p>General Fund</p> <p>Title II,</p> <p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA,QEIA</p> <p>EETT ARRA</p> <p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA,QEIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Use an analysis of the district walk-throughs and monthly principal reports to superintendent to plan district and site professional development for specific grade-levels, departments, or school site teams on district expectations identified as minimally implemented. <p>5f. The district will provide and monitor additional professional development and support for teachers by Instructional Coaches and TOAs (content experts) for ELA/ELD at all sites.</p> <ul style="list-style-type: none"> Provide all site Instructional Coaches and TOAs training in EDI with strategies in R/ELA and ELD and train coaches in how to build rapport with teachers, providing structure for demonstration lessons, co-teaching and co-planning, and providing effective feedback. Provide Instructional Coaches and TOAs training in how to train and support all site teachers in EDI, differentiation of instruction, Universal Access, use of academic vocabulary development, standards-based learning objectives, checking for understanding and student engagement. Monitor activities and quality of instructional coaching through quarterly development of site coaching goals, quarterly visits, weekly coaching logs and supervision-evaluation by the site principal. Provide monthly Coaches' Network meetings for site coaches and district TOAs with the Directors of Educational Services for ongoing training. <p>5g. The district will provide and require sites to continue professional development for grade/course level collaboration to:</p> <ul style="list-style-type: none"> Analyze formative student data from standards-based ELA district benchmarks and short cycle assessments to 	<p>Monthly analysis Begin Aug. 2011 -June 2014</p> <p>Aug-June 2012,</p> <p>Monthly Coaches' Network Aug-June 2011, 2012, 2013</p> <p>Monthly Coaches' Network</p> <p>Aug-June 2011, 2012, 2013, 2014</p> <p>Bi-Monthly Aug-June</p>	<p>NA</p> <p>Salaries 13 CPS/ Coaches 17 TOAs</p> <p>Training costs Data WORKS Contract Substitutes</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p></p> <p>\$1,440,916 \$ 1,632,696</p> <p>\$16,621.71 \$202,500 \$150,000</p> <p></p>	<p></p> <p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA,QEIA</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>determine an effective instructional response and intervention for students not achieving.</p> <ul style="list-style-type: none"> Use an analysis of the student data from district benchmarks to plan district and site professional development for specific grade-levels, departments, or school site teams. <p>5h. The district will require and provide training to implement district initiatives for expansion of technology to increase student mastery of the ELA grade level standards as funds are available.</p> <ul style="list-style-type: none"> Train teachers to create interactive technology oriented lessons to provide integration of technology software and use text-referenced websites for research and interactive support. Continue to ensure that all students including SWD students have equitable access to appropriate technology tools, including assistive technology as needed for student individual education plans. Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital. 100% of all secondary students will participate in technology literacy development activities beginning in grade 7 that includes career research, college information and computer skills development and pass a technology literacy class before graduation. Use Rosetta Stone to supplement English Learner intervention program at the K-6 level. 	<p>2010, 2011, 2012, 2013 Quarterly Aug-June 2010, 2011, 2012, 2013</p> <p>Dir. Sec., Elem., Principals</p> <p>Aug-June 2011, 2012, 2013 Tech Supp. Staff Aug. 2011-June 2012</p> <p>Principals Teachers, Spec. Ed. Director. Aug 2011-June 2012, 2013</p> <p>Aug-June 2011, 2012, 2013, 2014</p> <p>Aug-June 2011, 2012, 2013, 2014</p> <p>Elementary Principals and Teachers Aug. 2011-June 2012</p>	<p>Training/Sub Costs</p> <p>NA</p> <p>IT Support Teacher, Teacher stipend or substitutes and materials and licenses</p> <p>Instructional Materials and technology support</p> <p>Staff Dev. Support Staff Substitutes</p> <p>No Cost -Rosetta Stone already purchased</p>	<p>\$91,000</p> <p>\$19,871 \$607,111 \$3,939,771</p> <p>\$138,048</p> <p>\$141,829 \$7,199</p> <p>NA</p>	<p>Title I, EIA/LEP, & EIA/SCE</p> <p>Title I, Part D Title II, ARRA Ed Tech Funds Title I ARRA</p> <p>Title II, Part D</p> <p>NA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Use Revolution Prep, Odysseyware and San Diego Co. Office of Education materials at the 9-12 level to increase the CAHSEE pass rates for at risk students including ELs and SWD students. Use Odysseyware software at grades 9-12 for credit recovery and to increase the graduation rate for at risk students, ELs and SWD students. Continue to provide and train all teachers to implement the Zangle Teacher Connection Gradebook. 	<p>Secondary Principals and teachers.</p> <p>Aug 2011-June 2012, 2013, 2014</p> <p>Principals, Teachers Daily Aug 2011-June 2012, 2013</p>	<p>Cost of Revolution Prep Already paid, Odysseyware SDCOE materials</p> <p>Odysseyware</p> <p>Cost of Zangle</p>	<p>\$75,000</p> <p>\$10,000</p> <p>\$75,000</p> <p>\$73,000 Annual Fee</p>	<p>General Fund General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>6a. All parents of English Learners and Fluent English Proficient students are notified in writing of their child's English and primary language proficiency test results.</p> <ul style="list-style-type: none"> Provide parent notification in English and the primary language, whenever possible. Ensure that notification of results is given to parents who do not read, and/or parents for whom written notification in their home language is unavailable. <p>6b. CJUSD requires notification to parents of information regarding their student's needs for proficiency in ELA.</p> <ul style="list-style-type: none"> Communicate to parents the notification procedures, the graduation course requirements, and information on the annual High School Exit Exam. Communicate information about completion of language arts courses necessary for admission to postsecondary education options. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang. Support Services, TOAs, Sp. Ed., Site Admin., E/RLA Teachers Sept 2011, 2012, 2013, 2014</p> <p>Sept-May 2010, 2011, 2012, 2013, 2014</p> <p>Sept-May 2010, 2011, 2012, 2013, 2014</p>	<p>Printing/Mailing Costs</p> <p>Printing/Mailing Costs</p> <p>Printing/Mailing Costs</p> <p>NA</p>	<p>\$7,000</p> <p>\$3,000</p> <p>\$5,000</p>	<p>Title I Title III</p> <p>Title III, EIA/LEP</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>7a. CJUSD will provide programs for students transitioning to kindergarten from Federal Head Start, Children's Center, and State Preschool.</p> <ul style="list-style-type: none"> • Provide a plan and timeline for transition to kindergarten. • Train staff to implement the plan. • Coordinate efforts with elementary principals and kindergarten teachers. • Provide special education students services for Speech/Language, Occupational Therapy and Adapt. PE. • Facilitate transition of special needs students. • Provide Pre-K to Elementary Transition program • Provide transition program for elementary students to middle school including middle school counselor visits to elementary schools, elementary student visits to middle schools. • Provide Transitional Kindergarten classes at all elem. sites • Seventh grade students begin school one day earlier than eight grade students to become acquainted with middle school. • Provide transition program for middle school students to high school including campus visits, parent and student orientation nights. <p>7b. The district will develop, implement, and monitor expectations for parent involvement activities at each school and district wide to provide regular and ongoing site and district programs designed to improve literacy for parents and to better help parents in assisting their children.</p> <ul style="list-style-type: none"> • Continue to provide parent training through workshops at sites that may include: Self Esteem, Discipline, Motivation, Leadership and Effective Parent-Teacher Conferences. Also provide training for parents that want to grow as 	<p>Asst. Supt. Ed Services Child Development Manager, Sp. Ed. Principals Aug 2011-June 2012, 2013, 2014</p> <p>Director Elem. Child Development, Principals, Counselors June 2012, 2013, 2014</p> <p>Ed. Services Division Aug. 2012</p> <p>Director Sec., Principals, Counselors June 2012, 2013, 2014</p> <p>Site Principals Aug 2011-June 2012, 2013, 2014</p>	<p>Teachers & Assistants Salaries Program Costs</p> <p>Transportation, printed materials</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Site funds</p>	<p>\$1,144,033 \$2,100,525 \$3,296,327</p> <p>\$2,400</p> <p>\$50,000</p>	<p>Child Development Programs</p> <p>Child Develop. Funds</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>active leaders by taking an active role as leaders at their school site.</p> <ul style="list-style-type: none"> • Provide the Zangle Parent TeacherConnect in English and Spanish to allow parents access to student attendance, grades, homework assignments, and more. • Provide parent training in how to access the Zangle Parent TeacherConnect. 	<p>Site Principals, Tech Supp. Staff</p> <p>Aug-2011-June 2012, 2013, 2014</p>	<p>Zangle</p>	<p>\$73,000 Annual Fee</p>	<p>General Fund</p>
<p>8. Monitoring program effectiveness:</p> <p>8a. District and site administrators will monitor progress in accomplishing the action steps in the LEA Plan and in the SPSAs to increase student achievement in E/RLA.</p> <ul style="list-style-type: none"> • Continue to monitor student achievement in R/ELA and ELD with the district required assessments including district benchmark assessments 3 x per year K-6 and 4x per year secondary, DIBELS 3 x per year K-6, writing assessments one each trimester, HB ELD Unit Assessments in ELD K-6 and <i>Language!</i> assessments 7-12, and end-of-semester assessments 7-12. • Continue to monitor the achievement of high priority students, ELs and SWD students with additional assessments including RLA/ELD Progress Monitoring every 2-3 weeks K-6, <i>Language!</i> assessments grades 4-8 for students placed in RLA intensive intervention instruction and <i>READ 180</i> assessments for grade 9-10 students placed in RLA intensive intervention instruction or <i>Language!</i> for EL students at grades 9-12. • Meeting collaboratively once a month special ed. and general ed. teachers will monitor progress of SWD and EL/SWD students in ELA and math and make modifications in instruction. • Continue to implement the system of accountability for classroom instruction through district site walk throughs and daily principal classroom visits. 	<p>Assist. Supt. Ed. Services, Directors Elem., Sec., Dir. Language Support Services, Site Admin. TOAs, Coaches and Teachers. Begin Aug 2011- per assess. timelines June 2014</p> <p>Per program and assessment timelines Begin Aug. 2011-June 2014</p> <p>Assist. Supt Ed. Services, Directors Site Admin.</p> <p>Superintendent Site Principals Monthly 2011, 2012, 2013</p>	<p>Cost of District Benchmarks, DIBELS, Edusoft Contract</p> <p>Edusoft Contract Vport</p> <p>NA</p> <p>NA</p>	<p>\$65,257</p> <p>\$174,625</p> <p>\$174,625</p> <p>\$700</p>	<p>General Fund, Title I,II,III EETT ARRA</p> <p>General Fund Title I, II, III EETT ARRA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Continue principals' monthly reports to superintendent and secondary principal summits to present and discuss principal's new action plan goals based on latest CST and CAHSEE data as part of the evaluation process. Continue to use the principal evaluation process to include analysis of student achievement data. Continue to require principals and site teams to develop action plans with SMART goals for R/ELA achievement. Continue to require daily classroom visits by all principals Continue to effectively monitor (principals and Director Language Support Services) the site Instructional Coaches to fully support teachers in implementing the E/RLA adoptions for core, ELD and reading interventions. Continue monitoring sites' assessment results on required district benchmarks through Edusoft and Vport reports. Continue monitoring sites' PLCs and data teams through the Data Team Protocol and RtI² Plan submitted to Directors of Ed. Services. 	<p>Superintendent and HR, 2011, 2012, 2013 Assist. Supt. Ed. Services. Principals, Teachers. Begin Aug 2011-June 2014</p> <p>Principals. Dir. Lang, Support. Services. Begin Aug 2011-June 2014</p> <p>Superintendent, Assist. Supt. Ed. Services, Directors. Per ea. Benchmark Begin Aug. 2011-June 2014 Aug. 2011, 2012, 2013</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>9a. The district and schools will monitor the number of students served at each K-12 site through the intensive reading intervention programs and their effectiveness.</p> <ul style="list-style-type: none"> Use the district criteria for placement into the reading intervention program to identify by name and number students to enter the program in the next school year. Submit to the district expected number of students K-6 by grade identified for the reading intervention program. 	<p>Asst. Supt. Ed Services, Dirs. Sec., Elem., Dir. Lang. Support Services, Sp. Ed., TOAs, Site Admin., Coaches, E/RLA Teachers</p> <p>May 2011, 2012, 2013 2014</p>	<p>Edusoft Contract</p> <p>NA</p>	<p>\$174,625</p>	<p>General Fund Title I, II, III EETT ARRA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Submit to the district proposed master schedule identifying teacher and number of classes/sections grades 7-12 to serve expected students. • Submit to the district final master schedule identifying grades, teachers, classes, and number of students assigned. • Submit to district quarterly update reviewing and analyzing progress of students in reading intervention according to formative assessment data. • Conduct annual district review analyzing by site comparison of the CST results of students in the reading intervention program from one year to the next. <p>9b. The district will monitor development and implementation of each site's RtI² Plans. All district and site administrators and leadership teams have been trained in RtI².</p> <ul style="list-style-type: none"> • Continue to require all administrators to develop with their staff a site specific RtI² Pyramid of Interventions / Preventions addressing high priority, EL and SWD students based on most recent assessment results including CST, CAHSEE, CELDT, District Benchmarks • Train any new administrators on developing the RtI² Pyramid of Interventions/Preventions. • Train sites on implementing school-wide positive behavior support systems. • Use Behavior Support Specialist and special education staff to train sites on Tier I behavior supports. 	<p>May 2011, 2012, 2013 2014</p> <p>Aug 2011, 2012, 2013 2014</p> <p>Nov, Feb, April, 2011, 2012, 2013, 2014</p> <p>Coordinator Testing/Assmt. Sept 2011, 2012, 2013, 2014</p> <p>Assist Supt. Ed. Services, Directors, Elem, Sec., Lang. Supp., Sp. Ed, Teachers Oct 2011-June 2012</p> <p>Oct 2011-June 2012</p> <p>Site PD time Oct 2011-June 2013</p> <p>Aug-2011-June, 2012, 2013, 2014</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Special Ed. Teachers and Assistants Salaries, Program Costs</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$800,169 \$3,975,207 \$253,126</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Special Ed. IDEA Sp. Ed., ARRA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Require sites to use the RtI² process to identify student needs and provide appropriate interventions. Continue to refine district expectations for appropriate Tier II and Tier III interventions required at sites. Continue to increase the number of collaborative/team teaching of general and special education teachers with the push-in inclusion of special education students in regular classes. Train secondary principals to promote the push-in model for special education students using the RSP teacher in the regular classroom. Continue to require at all sites the inclusion of special education teachers as member of grade/course level PLCs and data teams. <p>9c. The district will continue to serve special education students through a variety of programs and services that are targeted to students' needs and provide access to standards-based instruction through SBE-approved E/RLA adoptions.</p> <ul style="list-style-type: none"> Continue to provide RSP, SDC LH and SH classes, Federal Head Start, State Preschool county classes, speech services, Elem, middle and high school are collaborative classes. <p>9d The district will continue to serve GATE students through a variety of programs and services that are targeted to students' needs and provide access to standards-based instruction through SBE-approved E/RLA adoptions.</p> <p>9e. The district will provide Supplemental Education Services to the lowest performing Title I students in reading.</p>	<p>Assistant Supt. Ed. Services, Director Sp. Ed. Aug 2011-June 2014</p> <p>Directors Ed. Services Elem., Sec., Director of Sp. Ed. Aug. 2011-June 2012, 2013, 2014</p> <p>Dir. Spec. Ed. Teachers</p> <p>Dir. Spec. Ed. Teachers Begin Aug. 2011- June 2014</p> <p>Assist. Supt. Ed. Services, Dir. Spec. Ed. Teachers Aug. 2011-June 2012, 2013, 2014</p> <p>Director State/Fed Projects Oct 2011-May 2012, 2013, 2014</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Special Ed. Teachers and Assistants Salaries, Program Costs</p> <p>Service Providers Costs 925 students in 2011-12</p>	<p>\$3,550,069</p> <p>\$800,169</p> <p>\$3,975,207</p> <p>\$253,126</p> <p>\$3,550,069</p> <p>\$1,054,651</p>	<p>Sp. Ed. General Fund</p> <p>Special Ed. IDEA Sp. Ed., ARRA Sp. Ed. General Fund</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>10a. The district will monitor accurate placement in secondary E/RLA classes for strategic and intensive students.</p> <ul style="list-style-type: none"> • Train (Director Secondary Ed.) middle and high school counselors on use of the district placement criteria for E/RLA for incoming and continuing students that matches core plus support, and intensive intervention classes offered in the master schedules. • Monitor (secondary principals and assistant principals) counselors' use of criteria for correct placement. <p>10b. The district will support middle and high school students with study skills and strategies for learning with the Advancement Via Individual Determination (AVID) program.</p> <ul style="list-style-type: none"> • Develop district wide marketing for the AVID program to target students in the academic middle who have the desire to go to college and the willingness to work hard providing acceleration. • Develop and implement district and site plans to articulate marketing to elementary and middle school students. • Articulate AVID program to staff, students and parents at feeder schools and identify probable candidates. • Interview identified students and parents. • Identify number of students and sections needed for new and continuing AVID placement for following year. <p>10c. The district will continue to provide drop-out prevention/AP access for secondary students.</p> <ul style="list-style-type: none"> • Continue to provide AVID program. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Director Language Support Services, Sp. Ed., Testing, Site Admin., Coaches, E/RLA Teachers Counselors Aug. 2011-June 2012, 2013, 2014</p> <p>NA</p> <p>NA</p> <p>Director Sec Ed Sec. Principals Aug 2011-June 2012, 2013, 2014 March 2012, 2013, 2014 March 2012, 2013, 2014</p> <p>April 2012, 2013, 2014</p> <p>May 2012, 2013, 2014 Aug 2011, 2012, 2013, 2014</p> <p>Assistant Supt. Ed. Services, Director Sec., Sec. site principals, counselors, teachers. Aug. -June 2012, 2013, 2014</p> <p>NA</p>	<p>NA</p> <p>NA</p> <p>AVID Program Costs</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p></p> <p></p> <p>\$315,790</p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p>Unrestricted Lottery, APIP</p> <p></p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Continue to increase Advanced Placement Course offerings and students taking AP tests. • Continue to increase the number of underrepresented students in AP classes (such as 2010 increase of 55 Hispanic students in AP classes). • Continue to provide Drop-Out and Credit Recovery Summer program. • Work with parents groups and parents of high risk students to develop and enhance student study skills and success in reading achievement. • Work with individual students to develop and monitor personal goals to increase reading achievement. <p>10c. The district will support the needs of the immigrant students through the planned activities outlined in GOAL 2.</p> <ul style="list-style-type: none"> • Use the district data system to determine the schools highly impacted with immigrant students and conduct a needs assessment to ensure that the highest priority needs are met for basic instructional materials. • Use the EL Case Manager to provide additional support to EL students experiencing difficulty mastering the proficient or advanced levels of grade/content standards and to provide effective, timely assistance to at-risk students referred by site counselors. EL Case Manager will monitor individual students progress and suggest appropriate academic options to parents and students. • Use the before/after-school intervention programs, AVID program tutors 7-12 and Credit Recovery programs to support Immigrant students as needed. 	<p>Annually May 2011, 2012, 2013, 2014</p> <p>Annually May 2011, 2012, 2013, 2014</p> <p>Summer 2011, 2012, 2013, 2014</p> <p>Aug. 2011-June 2012, 2013, 2014</p> <p>Aug. 2011-June 2012, 2013, 2014</p> <p>Fall 2011, 2012, 2013, 2014</p> <p>Sept. 2011- June , 2012, 2013, 2014</p> <p>Aug- 2011 -June 2012, 2013, 2013</p>	<p>NA</p> <p>NA</p> <p>Summer/Credit Recovery program</p> <p>NA</p> <p>NA</p> <p>EL Case Manager Salary</p> <p>AVID</p>	<p>\$320,000</p> <p>\$90,000</p>	<p>General Fund</p> <p>Title III Immigrant Ed.</p> <p>Unrestricted, Lottery, APIP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Train staff to support appropriate intervention for K-12 immigrant students including additional ELD instruction, bilingual assistance, modification in instructional strategies, programs, and materials, peer tutoring, primary language development and support. • Use the early childhood programs to provide services to pre-school age immigrant children so these students have continuity of educational services from pre-school to adult. • Provide multicultural sensitivity training for all staff. 	<p>Site PD Time</p> <p>Aug-2011 -June 2012, 2013, 2014.</p> <p>Aug-2011 -June 2012, 2013, 2014.</p> <p>April 2012</p>	<p>Staff Dev. Teacher salary, Training Materials</p> <p>Teacher and Assistant Salaries</p> <p>NA</p>	<p>\$315,790 \$88,061 \$1,457</p> <p>\$1,144,033 \$2,100,525 \$3,296,327</p>	<p>Title III Immigrant Funds</p> <p>Child Development Programs</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will increase the instruction of mathematics grade level standards through the teaching of standards-based instruction.</p> <ul style="list-style-type: none"> Identify essential standards for each grade level K-12 based on the Math framework, CST, and CAHSEE blueprints and released test questions (RTQs) for each grade level and course using two district committees comprised of teachers and administrators who meet to develop and discuss pacing guides and benchmark assessments 3 to 4 times during the year. Train teachers by grade level along with principals to know and understand grade level standards-based math instruction. Provide and monitor teachers' use of grade level pacing guides for mathematics adoptions that align to and teach the essential standards. Monitor instruction of essential math standards through district site walk throughs and daily principal classroom visits. Require teacher lesson plans and posted board daily agenda to state math learning objectives and standards to be taught. Require data teams (grade/course level PLCs) to analyze student proficiency of essential standards on district benchmarks and common assessments for mathematics. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Support Services, Sp. Ed., Testing/ Assmt., Site Admin., TOAs, Coaches, Math Teachers. Three to four meetings per year 2011, 2012, 2013</p> <p>Monthly Meetings July 2011-August 2012</p> <p>2011-2013 daily monitoring Principals</p> <p>District site visits Oct-Mar, principal class visits daily 2011, 2012, 2013</p> <p>2011, 2012, 2013 Twice monthly</p>	<p>Teacher Stipends</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>\$11,000</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Fully implement new mathematics intervention adoptions for grades 4-10 daily as designed to support the needs of all students and provide sufficient instruction and practice to accelerate acquisition to grade-level content. 	Daily 2011, 2012, 2013	(Math Intervention Programs Purchased and Implemented Aug. 2009)		
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2a. The district will fully implement and monitor full use of these SBE-approved Math core and interventions for all students including ELs and SWDs:</p> <ul style="list-style-type: none"> -K-6 Scott Foresman <i>enVision Math 2008</i> core (adopted 2009) -4-7 Macmillan/McGraw/Hill <i>Math Triumphs 2008</i> intervention (adopted 2009) -7 CGP Inc. <i>Course Two 2008</i> core (adopted 2009) -8 CGP Inc. <i>Algebra 1</i> core 2008 (adopted 2009) -8 UCLA-Center for Mathematics-<i>Intro to Algebra</i> intervention 2008 (adopted 2009) -9-10 Holt Rinehart & Winston, <i>Holt California 2008</i> (adopted in 2009) -9-10 Holt, Rinehart & Winston <i>Holt California Algebra Readiness 2008</i> (adopted 2008) <ul style="list-style-type: none"> Purchase and implement replacement materials each year for the core grades K-6 Scott-Foresman <i>enVision Math</i>, grades 4-7 Macmillan/McGraw/Hill <i>Math Triumphs</i> intervention, 7 CGP Inc. <i>Course Two 2008</i> core, 8 CGP Inc. <i>Algebra 1</i> core, 8 UCLA-Center for Mathematics-<i>Intro to Algebra</i> intervention, 9-10 Holt Rinehart & Winston, <i>Holt California</i>, 9-10 Holt, Rinehart & Winston <i>Holt California Algebra Readiness</i>. Monitor daily instructional time for core mathematics instruction through spring and fall review of grade level instructional minutes K-6 and master schedules for 7-12 according to the Academic Program Survey EPC 2.1: kindergarten 30 minutes, grades 1-6 60 minutes, grades 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Language Support Services, Sp. Ed., Site Administrators, TOAs Coaches, Math Teachers</p> <p>June 2011, 2012, 2013,</p> <p>District site visits and principal daily class visits Aug.-Je.2011-2012, 2012-2013, 2013-2014</p>	<p>Replacement K-12 core and intervention mathematics materials</p> <p>NA</p>	\$382,804	IMFRP/ Tier III Textbooks

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7-12 60 minutes or one class period.</p> <ul style="list-style-type: none"> Fully implement intervention mathematics adoptions (as addition to core adoption time) with daily added time for grades 4-6 of 30 minutes and grade 7 one period, and one period of Algebra Readiness grades 8-9 as designed to support the needs of all students including ELs and SWDs. Use the mathematics ancillary materials from the core adoptions K-12 daily to provide additional universal access time with differentiated instructional support to meet the needs of all strategic students and provide extra support for struggling students, ELs and SWDs. Provide special accommodations or modifications for SWD students to enable them to participate successfully in the core classrooms as appropriate to meet their needs. Provide daily instruction in math grade level standards with lessons designed to scaffold learning appropriate to each student's English language proficiency. Monitor instructional strategies for ELs and SWDs using the district walk throughs and principal daily classroom visits. Develop and implement an action plan developed by principal and leadership team to remedy grade and class level instructional practices in mathematics rated minimally or partially implemented. 	<p>Aug.-June 2011-2012, 2012-2013, 2013-2014</p> <p>Aug.-June.2011-2012, 2012-2013, 2013-2014</p> <p>Aug.-June. 2011-2012, 2012-2013, 2013-2014</p> <p>District site visits Daily Principal visits Daily</p> <p>Aug.-June.2011-2012, 2012-2013, 2013-2014</p> <p>After district site visits</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: 3a. The district will provide and monitor sufficient math intervention classes (<i>Math Triumphs</i>) at grades 4-7 and Algebra Readiness at grades 8-9 for all appropriate students at all sites.</p> <ul style="list-style-type: none"> Monitor number of sufficient math interventions for all appropriate students two or more years below grade level at each site through spring and fall review of grades 4-6 class schedules at all elementary sites. Use assessments and placement criteria to determine the instructional needs of intensive learners and the intensity of support. Fully implement math intervention adoptions as written for grades 4-6 with 75 weekly minutes in addition to core, for grade 7 with 1 period in addition to core, and at grades 8-9 one period of Algebra Readiness. <p>3b. The district will provide and monitor implementation of additional instructional time within the school day for K-6 students identified for strategic support in mathematics, using the current SBE-adopted, standards-based, basic core program and ancillary materials.</p> <ul style="list-style-type: none"> Provide 15-30 minutes of strategic support daily. Use assessments and placement criteria to determine the instructional needs of strategic learners and the intensity of support. <p>3c. The district will provide and monitor sufficient math intervention classes with two periods at grade 7 core plus intervention (<i>Math Triumphs</i>) and one period Algebra Readiness at grades 8-9 for all appropriate students doing math at two or more years below grade level at grade 7 and</p>	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Language Support Services, Sp. Ed., Testing, Site Admin, TOAs, Coaches, Math Teachers. May and Aug. 2011-2014</p> <p>May and Aug. 2011-2014</p> <p>Daily 2011-2014 Daily 2011-2014</p> <p>Daily 2011-2014</p> <p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014</p>	<p>NA</p> <p>Assessments Edusoft Contract</p> <p>NA</p> <p>NA</p> <p>Assessments Edusoft Contract</p>	<p></p> <p>\$65,257 \$174,625</p> <p></p> <p></p> <p>\$65,257 \$174,625</p>	<p></p> <p>General Funds Title I,II,III EETT ARRA</p> <p></p> <p>General Funds Title I,II, III EETT ARRA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>below 7th grade at 9-10.</p> <ul style="list-style-type: none"> Use assessments and placement criteria to determine the instructional needs of intensive learners and the intensity of support. Fully implement math intervention adoptions for grades 7-9 as designed to support the needs of all students including ELs and SWDs. Monitor secondary master schedules in the spring and fall to determine if sufficient math intervention classes are offered for all appropriate intensive students. <p>3d. The District will provide and monitor sufficient two period core with support classes at all middle and high schools for appropriate strategic learners who at middle school are within two years of grade level math and at high school demonstrating proficiency at or above the grade seven math standards but failing to master grade nine or ten standards and/or pass the mathematics portion of the CAHSEE.</p> <ul style="list-style-type: none"> Use assessments and placement criteria to determine the instructional needs of strategic learners and the intensity of support. Monitor secondary master schedules to determine if sufficient support classes are offered for strategic students. Develop grade level pacing guides that identify what is taught through both the core and ancillary materials used during both the core class and support class. Identify additional common assessments to measure what strategic students are learning through their core and support classes. 	<p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014</p> <p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 May and Aug. 2014</p> <p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013</p> <p>May and Aug. 2011-2013</p> <p>Three to four x per yr. 2011, 2012, 2013</p> <p>Quarterly during year 2011, 2012, 2013</p>	<p>Assessments</p> <p>Edusoft Contract</p> <p>NA</p> <p>NA</p> <p>Assessments</p> <p>Edusoft Contract</p> <p>Pacing Guide Tchr. Extra duty or stipend Assessments</p>	<p>\$65,257</p> <p>\$174,625</p> <p>\$65,257</p> <p>\$174,625</p> <p>\$11,000</p> <p>\$65,257</p>	<p>General Funds Title I,II,III EETT ARRA</p> <p>General Funds Title I, II,III EETT ARRA</p> <p>Title II</p> <p>General Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3e. The district will provide and monitor sufficient CAHSEE intervention classes for 11-12 grade students who have not passed the CAHSEE Math.</p> <ul style="list-style-type: none"> • Provide sufficient classes during the regular day for 11-12 grade students who have not passed the CAHSEE. • Monitor number of minutes for CAHSEE prep instruction in math through spring and fall review of secondary master schedules. <p>3h. The district will provide and monitor extended time after the regular school day for students needing additional intervention instruction in Math.</p> <ul style="list-style-type: none"> • Provide one hour of math academic time during the after school program for 4-6 targeting high priority students and ELs Levels 1 and 2 using <i>Math Triumphs</i>. • Provide one hour of math academic time during the after school program for 7-8 targeting ELs Levels 1 and 2 and high priority students (based on CST scores) using standards-based <i>Math Triumphs</i> or <i>Algebra Readiness</i>. • Provide one hour of math academic time during the after school program for 9-12 targeting students who are in danger of not passing or have not passed CAHSEE using CAHSEE math prep materials and students needing credit recovery. • Monitor programs through walkthroughs by Directors Elementary, Secondary, and site after school coordinators. <p>3i. The district will provide as funding is available summer school programs that target students needing additional instruction to accelerate their learning or earn credits for</p>	<p>May and Aug. 2011 May and Aug. 2012 May and Aug. 2013 Daily 2011-2014</p> <p>Aug-June 2012 Aug-June 2013 Aug-June 2014</p> <p>Aug-June 2012 Aug-June 2013 Aug-June 2014</p> <p>Aug-June 2012 Aug-June 2013 Aug-June 2014</p> <p>Aug-June 2012 Aug-June 2013 Aug-June 2014</p>	<p>NA</p> <p>NA</p> <p>After School Intervention Classes</p> <p>After School Intervention Classes</p> <p>After School Intervention Classes</p> <p>NA</p>	<p></p> <p>\$ 1,237,140</p> <p>\$ 1,237,140</p> <p>\$ 1,237,140</p> <p></p>	<p></p> <p>EIA/SCE EIA/LEP</p> <p>EIA/SCE EIA/LEP</p> <p>EIA/SCE EIA/LEP</p> <p></p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>classes failed.</p> <ul style="list-style-type: none"> Provide special education summer programs for all students who qualify as identified on their IEP. Provide credit remediation for all seniors failing to graduate due to credits. 	<p>TBD June-July 2012, 2013, 2014 TBD June-July 2012, 2013, 2014</p>		<p>\$486,832</p>	<p>Special Education General Fund</p>
<p>4. Increased access to technology: The district will support increased access to technology for teachers and students as funds become available.</p> <ul style="list-style-type: none"> Provide all sites some form of audio/visual equipment to enhance the teaching/learning process such as: LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital tablets. Promote the distributed learning process by transferring technologies from labs to classrooms to enhance the classroom experience. Provide all students access to technology and internet before, during, and after school through computers in classrooms, lab (mobile and stationery), library and media centers. Provide teachers with the technology components of the core math adoptions: audio CDs, test generator software, lesson planners, teaching transparencies, DVD or VHS interactive content clips. All classroom teachers have had additional professional development in the use of technology software from the adopted core curriculum. Provide teachers either a district laptop or desktop PC and these technology tools: online assessments, Edusoft Data Management System and software for adopted core materials. 	<p>Asst. Supt. Ed. Services, Directors Tech, Elem, Sec, Tech TOA, Begin Aug. 2011-June 2012 Aug-2012 -June 2013 Aug-2013- June 2014</p> <p>Directors Tech Support Begin Aug 2011 -June 2014</p> <p>Begin Aug 2011-June 2012, Aug-2012-June 2013, Aug-2013-June 2014</p> <p>Directors, Tech Support Begin Aug. 2011-June 2012, Aug-2012 -June 2013, Aug-2013- June 2014</p> <p>Begin Aug. 2011-June 2012, Aug-2012 -June 2013, Aug-2013- June 2014.</p>	<p>(See CJUSD Technology Plan for specific details) Additional equipment</p> <p>Additional equipment</p> <p>Pupil testing and license</p> <p>NA (Part of adoptions)</p> <p>Computers Edusoft Contract</p>	<p>\$19,871 \$607,111</p> <p>\$217,533</p> <p>\$208,845</p> <p>\$89,551 \$174,625</p>	<p>Title II Part D ARRA Title II Ed Tech</p> <p>Title II Part D</p> <p>Title II Part D</p> <p>Title I ARRA Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Continue to expand use of technology in the after school programs at all sites that provide student access to the technology in the classrooms, labs and libraries allowing access to students in PowerPoint and graphics applications. Enhance productivity and communications with students through the district-wide use of the Zangle Student Information System and various educational tools such as video streaming and social networking. 	<p>Begin Aug. 2011-June 2012, Aug-2012 -June 2013,Aug-2013- June 2014</p>	<p>Online Systems</p> <p>Student Information System Zangle</p>	<p>\$150,000</p> <p>\$73,000 Annual Fee</p>	<p>Title II Part D, Ed Tech</p> <p>General Funds</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>5a. All administrators will receive 40 hours of materials-based training for the mathematics adoptions. Currently 80% K-6 principals have been trained in the 40 hours of AB 430 <i>enVison Math</i>; 100% of the principals and assistant principals grades 7-8 in CGP Inc. <i>Course Two</i> 2008 or 8 CGP Inc. <i>Algebra 1</i> core and 85% 9-12 have received AB 430 materials based training in the current math adoption Holt Rinehart & Winston, <i>Holt California</i> 2008</p> <ul style="list-style-type: none"> Provide any untrained K-6 site principals and assist. principals the 40 hours of math training in materials-based module 1 and 40 hours of structured practicum when that program is adopted and as funds are available. Provide any new or untrained site 7-12 principals and assistant principals the 40 hours training Module 1 and an additional 40 hours of structured practicum (per the APS) in leadership support and monitoring needed for the SBE adopted mathematics core or intervention adoptions. (At the 7-12 level, this 40 hours of training and 40 hours of practicum are inclusive of the training for the site ELA core adoption.) 	<p>Asst. Supt. HR, Asst. Supt. Ed Services, Directors Sec., Elem., Language Support Services, Sp. Ed., Testing, Site Admin, TOAs, Coaches, Math Teachers. Annually offer training Begin 2011-2014.</p> <p>6 untrained Elem. Principals/Asst. Principals</p> <p>2 Secondary Adm.</p>	<p>Professional Development for Math</p> <p>Professional Development for Math</p>	<p>\$6,750</p> <p>\$6,000</p>	<p>Title I</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Validate that all principals and assistant principals have completed 40 hours of training and 40 hours of practicum for core math offered at the K-6 and at the 7-12 sites. <p>5b. All administrators will receive continuing training in these areas of professional development:</p> <ul style="list-style-type: none"> Implement and monitor the Nine Essential Program Components. Monitor effective instructional strategies for ELs and SWDs through District site visits and principal daily class visits. Provide effective feedback to teachers on EDI strategies in math observed through district site visits and principal visits. Implement leadership skills for using and monitoring the district Data Analysis Protocol by grade/course level teams (PLCs) including developing the appropriate Instructional Response. Use effectively the site Instructional Coaches to fully support teachers in implementing the math adoptions for core and interventions. <p>5c. All teachers of mathematics will receive 40 hours of materials-based training for their math adoption. Currently 99% K-6 teachers have been trained in the 40 hours of SB 472 Scott Foresman <i>enVision Math</i>; 99% of the teachers grades 7-8 have been trained in CGP Inc. <i>Course Two</i> or 8 CGP Inc. <i>Algebra 1</i> core and 99% 9-12 have received SB 472 materials based training in their current math adoption Holt Rinehart & Winston, <i>Holt California</i> 2008</p>	<p>Asst. Supt. HR</p> <p>Monthly principal meetings 2011-2012 2012-2013, 2012-2014</p> <p>District visits and daily principal visits. Begin Aug 2011- June 2014.</p> <p>Aug. 2011-June 2012 Two times per mo. Begin Aug 2011- June 2014</p> <p>Principal Begin Aug 2011 meet weekly with coach - Aug. 2014</p> <p>Directors Elem., Sec., Director of Language Support Services, Sp. Ed.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>Training costs Data WORKS Contract Substitutes</p> <p>Site PD</p> <p>NA</p>	<p></p> <p>\$16,621 \$202,500 \$150,000</p> <p>\$50,000</p>	<p></p> <p>Title II</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Require 40-hour instructional materials-based professional development programs for untrained elementary teachers in mathematics. Require 40-hour instructional materials-based professional development programs for untrained secondary teachers in mathematics. Require 8 hours plus site follow-up professional development for teachers teaching grades 4-7 math intervention. Validate that all teachers have completed 40 hours of training and 40 hours of practicum for each RLA/ELD core offered at their sites. <p>5d. All sites will develop and send to the Ed Services division for approval annual professional development plans and calendars to align to the district's High Leverage Actions.</p> <ul style="list-style-type: none"> Align all sites' professional development plans outlining activities during collaborative time using research-based instructional strategies and effective schools research (Marzano, Reeves, DuFour, Stiggins, and Elmore). Provide all district administrators and K-10 teachers with Explicit Direct Instruction training and follow-up coaching to include two days of training, follow-up three days per site work with pre-written lessons, leadership training in how to measure Instructional Effectiveness in classrooms and how to collect data and write SMART goals based on data. Incorporate the professional learning community elements into all professional development to focus on student learning, collaboration and collective inquiry, use of data analysis to identify appropriate response to student learning, and leadership capacity building. 	9 untrained K-6 math teachers Aug. 2011	Training costs 40 hours Tchr. Stipends	\$12,375	Title I, Title II
	8 untrained 7-10 math teachers Aug. 2011	Training costs 40 hours Tchr. Stipends/Subs	\$11,000	Title I, Title II
	Aug-March 2011-2012	Teacher Stipend or subs	\$25,000	Title I, Title III
	Directors Elem. and Sec. Aug , 2011, 2012, 2013			
	Asst. Supt. Ed. Services, Directors Elem., Sec., Dir. Lang. Support Services, Principals.	All Site Professional Development Activities including workshops, PLCs, grade/course level data teams	\$300,000 \$211,360	Title I ,II EIA & EIA LEP
	Nov. 2011 -May 2012	Training costs Data WORKS Contract Substitutes	\$16,621 \$202,500 \$150,000	Title II
	Aug-June 2011, 2012, 2013, 2014	All Site Professional Development Activities including	\$174,625 \$300,000 \$211,360	Title I, II EIA & EIA LEP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide professional development that supports collaboration across school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials. • Disaggregate district and school site data from Edusoft by subgroup and identify high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and develop site action plans (Response to Intervention) as a component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap. • Continue training to use twice-monthly PLCs and data teams of grade or course level teachers at all sites who analyze formative student data from mathematics standards-based district benchmarks and short cycle assessments to determine an effective instructional response and intervention for students not achieving. • Continue use of quarterly district PLCs to review district math benchmark data by school and grade/course level to determine additional support needed. • Use an analysis of the District Walk-Throughs to plan district and site professional development for specific grade-levels, departments, or school site teams on district expectations identified as minimally implemented. <p>5e. The district will provide and monitor additional professional development and support for teachers by Instructional Coaches and TOAs (content experts) for mathematics at all sites.</p>	<p>Aug-June 2010, 2011, 2012, 2013</p> <p>Each Benchmark Assessment, 2011, 2012, 2013.</p> <p>Oct-March 2011-2012, 2012-2013, 2013-2014</p> <p>Aug-June 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013</p>	<p>workshops, PLCs, grade/course level data teams</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Provide all Instructional Coaches training in various coaching models, building rapport with teachers, providing structure for demonstration lessons, co-teaching and co-planning, and providing effective feedback. Provide Instructional Coaches training to train and support all site teachers in differentiation of instruction, Universal Access, use of higher level thinking skills, use of academic language (Core Literacy Library) for ELs, writing effective standards-based learning objectives, and cooperative learning strategies for greater student engagement. Monitor activities and quality of coaching through quarterly development of site coaching goals, quarterly visits, weekly coaching logs, and supervision/evaluation by the site principal. Provide monthly Coaches' meetings for site coaches and district TOAs for ongoing training. <p>5f. The district will provide and require sites to continue professional development for grade/course level collaboration to:</p> <ul style="list-style-type: none"> Analyze formative student data from standards-based math district benchmarks and short cycle assessments to determine an effective instructional response and intervention for students not achieving. Disaggregate district and school site data from Edusoft by subgroup and identify high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and develop site action plans (Response to Intervention) as a 	<p>Daily Services Aug-June, 2011, 2012, 2013</p> <p>Bi-Monthly Coaches mtgs. Aug-June 2011, 2012, 2013</p> <p>Bi-Monthly Coaches Mtg. Aug-June, 2011, 2012, 2013</p> <p>Quarterly Aug-June 2011 2012, 2013</p> <p>Director Lang. Support Services. Aug-June 2010, 2011, 2012, 2013</p> <p>Directors Elem, Sec. Lang. Support Services, Principals TOAs and Coaches</p>	<p>Salaries 13 CPS /Coaches & 17 TOAs</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>\$1440,916 \$ 1,632,696</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed.</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap.</p> <ul style="list-style-type: none"> Use an analysis of the student data from district benchmarks to plan district and site professional development for specific grade-levels, departments, or school site teams on topics identified as having low proficiency. <p>5g. The district will require and provide training to implement district initiatives for expansion of technology to increase student mastery of the mathematics grade level standards.</p> <ul style="list-style-type: none"> Train teachers to create interactive technology oriented lessons to provide integration of technology software and use text-referenced websites for research and interactive support. Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital. Continue to train teachers to implement the Zangle Teacher Connection Gradebook Use Odyessyware and SDCOE program software at grades 9-12 for credit recovery and to increase the graduation rate for at risk students, ELs and SWD students. Use Revolution Prep and SDCOE program at the 9-12 level to increase the CAHSEE pass rates for at risk students including ELs and SWD students. 	<p>Aug. 2011-June 2012</p> <p>Fall 2011- June 2012 Fall 2012- June 2013 Fall 2013- June 2014</p> <p>Fall 2011- June 2012 Fall 2012- June 2013 Fall 2013- June 2014</p> <p>Fall 2011- Spring 2012 Tech Support Staff</p> <p>Fall - Spring 2010-2011</p> <p>2011-2012</p> <p>2011-2012, 2012-2013, 2013-2014</p>	<p>NA</p> <p>IT Support Teacher, Teacher stipend or substitutes and materials and licenses</p> <p>Cost of Zangle</p> <p>Odyessyware SDCOE materials Printing cost</p> <p>Cost of Revolution Prep already paid SDCOE (see above)</p>	<p></p> <p>\$19,871 \$607,111 \$3,939,771</p> <p>\$73,000 Annual Fee</p> <p>\$75,000 \$10,000</p> <p>NA</p>	<p></p> <p>Title I, Part D Title II, ARRA Ed Tech Funds</p> <p>General Fund</p> <p>General Fund</p> <p>NA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>6a. All parents of English Learners and Fluent English Proficient students are notified in writing of their child's English and primary language proficiency test results.</p> <ul style="list-style-type: none"> • Provide parent notification in English and the primary language, whenever possible. • Provide for provisions to ensure that notification of results is given to parents who do not read, and/or parents for whom written notification in their home language is unavailable. <p>6b. CJUSD requires notification to parents of information regarding their student's needs for proficiency in math.</p> <ul style="list-style-type: none"> • Communicate to parents the notification procedures, the graduation course requirements, and information on the annual High School Exit Exam. • Communicate information about completion of math courses necessary for admission to postsecondary education options. • Provide information about the future labor market and the relationship between education and the labor market. • Conduct parent conferences twice a year and send report cards home three times a year for K-6 and two times a year for 7-12. <p>6c. The district requires sites and teachers to provide parents Spanish translation and interpretation of student progress reports, state (CST, CAHSEE, CELDT) and local assessments, School/Parent Involvement Policy and Compact as well as site and district announcements and</p>	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Support Services, Sp. Ed., Site Administrators, Teachers Sept, 2011, 2012, 2013, 2014</p> <p>Sept-May, 2011, 2012, 2013, 2014</p> <p>Sept-May, 2011, 2012, 2013, 2014</p>	<p>Printing/Mailing Costs</p> <p>Printing/Mailing Costs</p> <p>Printing/Mailing Costs</p>	<p>\$7,000</p> <p>\$3,000</p> <p>\$5,000</p>	<p>Title III</p> <p>General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>newsletters.</p> <p>6c. CJUSD promotes outreach to parents and community through numerous site and district level with meetings held throughout the school year. Parents are provided training as appropriate and currently serve on:</p> <ul style="list-style-type: none"> • School Site Councils (SSC) • English Learner Advisory councils (ELAC) • District English Learner Advisory Council (DELAC) • Head Start & Childcare Advisory Committee • Special Education Parent Advisory Committee (SEPAC) • GATE Advisory Council (GAC) <p>6d. CJUSD gives parents and the community opportunities to provide input into a number of issues including but not limited to the following:</p> <ul style="list-style-type: none"> • Update the district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement. • Establishment of district program, goals, and objectives for programs and services for English learners. • Annual Title I Parent Survey at each Title I site • District annual Family Involvement Survey for all sites. 	<p>Monthly/Quarterly Meetings Sept-May, 2011, 2012, 2013, 2014 District Translators</p> <p>Monthly/Quarterly Meetings Sept-May 2011, 2012, 2013, 2014</p>	<p>Translators salary and Benefits, TeleParent, Zangle</p> <p>NA</p>		<p>Title I EIA/LEP General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>7a. CJUSD will provide these programs for students transitioning to kindergarten: Federal Head Start and State Pre-school Programs.</p>	<p>Asst. Supt. Ed Services Child Development Manager, Directors Elem., Sec., Lang. Support Services, Sp. Ed. Principals Aug-June 2011, 2012, 2013</p>	<p>Teachers & Assistants Salaries Program Costs</p>	<p>\$1,144,033 \$2,100,525 \$3,296,327</p>	<p>Child Development Programs</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide a plan and timeline for transition to kindergarten. • Train staff to implement the plan. • Coordinate efforts with elementary principals and kindergarten teachers. • Provide special education students services for Speech/Language, Occupational Therapy and Adaptive PE. • Facilitate transition of special needs students. • Provide outreach for parents and connection to community services. <p>7b. The district will develop, implement, and monitor expectations for parent involvement activities at each school and district wide to provide regular and ongoing site and district programs designed to improve numeracy for parents and to better help parents in assisting their children.</p> <ul style="list-style-type: none"> • Continue to provide parent training through parent involvement activities including workshops to all school sites: Self Esteem, Discipline, Motivation, Leadership and Effective Parent-Teacher Conferences. Training for parents that want to grow as active leaders by taking an active role as leaders at their school site. • Continue to survey parents with the Family Involvement Survey at each site annually. • Continue the Title I Parent Survey at the Title I sites <p>7c. The district will support sites in providing activities to make positive transition from one grade span school to another.</p>	<p>Aug-June 2011, 2012, 2013</p> <p>Monthly meetings and Specific trainings by site Annually, 2011, 2012, 2013</p> <p>Annually, 2011, 2012, 2013</p> <p>Annually, 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013. Mtgs. 3 to 4 X per yr.</p> <p>NA</p> <p>NA</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Extra duty Consultants Transportation for Parents</p> <p>NA</p> <p>NA</p>	<p></p> <p></p> <p></p> <p></p> <p>\$14,672</p> <p>NA</p>	<p></p> <p></p> <p></p> <p></p> <p>Title I</p> <p>NA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Support school sites through coordination and funding for transition activities such as orientations, counselor visits, students visits to new middle or high school. Provide support for articulation between elementary, middle and high school teachers for understanding of grade level math standards and curriculum through District Pacing Guide and Benchmark Assessment Committee meetings. 	<p>Principals, Counselors, teachers</p> <p>Directors Elem, Sec., Teachers</p>	<p>Substitutes</p>	<p>\$11,000</p>	<p>Title II</p>
<p>8. Monitoring program effectiveness: 8a. District and site administrators will monitor progress in accomplishing the action steps the revised LEA Plan and in the SPSAs to increase student achievement in mathematics.</p> <ul style="list-style-type: none"> Continue to implement the system of accountability for classroom instruction through district site visits and daily principal classroom visits to collect implementation data and analyze of grade level improvement in mathematics. Continue superintendent's monthly reports from each principal and the secondary Principal Summits to discuss and monitor the principal's action plan goals based on latest CST and CAHSEE data as part of the principal evaluation process. Revise the principal evaluation process to include evidence and analysis of district site visits, principal daily classroom visits, PLC monitoring, correct placement of students, analysis of student achievement data, RtI² implementation, and coaching logs. Continue to require principals and site teams to develop actions plans with SMART goals in math monitored by directors to remedy areas on the district site visits rated minimal or partial. 	<p>Asst. Supt. HR, Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Support Services, Sp. Ed., Testing, Site Administrators, Coaches, MATH Teachers. Oct-May, 2011, 2012, 2013</p> <p>Aug-Sept, 2011, 2012, 2013. Monthly reports. Prin. Summits Fall and Spring.</p> <p>Aug-May, 2011, 2012, 2013</p> <p>Oct-May, 2011, 2012, 2013</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Continue to require and monitor daily visits to classrooms by all principals through data collection through monthly principal reports. Hold collaborative monthly mtgs. between general and Spec. Ed. teachers to progress monitor SWD and SWD/EL students in math and make modifications in instruction. Continue to effectively monitor (principals and directors) the site Instructional Coaches to fully support teachers in implementing the mathematics adoptions for core and interventions for general and Special Ed. teachers. Continue monitoring sites' analysis of assessment results on required district benchmarks through Edusoft and Vport reports submitted to Educational Services Division. Continue monitoring sites' PLCs and data teams through the Data Team Protocol and RtI² Plan submitted to Coordinator Testing/Assessment and State and Federal Projects. 	<p>Aug-June, 2011, 2012, 2013</p> <p>Monthly , Aug-May 2011,2012,2013</p> <p>Monthly Aug-May, 2011, 2012, 2013</p> <p>Benchmarks 6 x per year K-6, 4 x per year 7-12. Aug-June 2011, 2012, 2013</p> <p>Monthly Aug-May 2011, 2012, 2013</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>Edusoft Contract</p> <p>NA</p>	<p>\$174,625</p>	<p>Title I, II, III, EETT ARRA</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>9a. The district and schools will monitor the number of students served at each K-12 site through the intensive mathematics intervention programs and effectiveness of these programs.</p> <ul style="list-style-type: none"> Use the district criteria for placement into the math intervention program to identify by name and number students to enter the program in the next school year. Submit to the district expected number of students by grade identified for the math intervention programs. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Support, Sp. Ed., Testing, Site Admin. Coaches, Math Teachers May-Aug 2011, 2012, 2013.</p> <p>March 2011, 2012, 2013</p>	<p>Edusoft Contract</p> <p>NA</p>	<p>\$174,625</p>	<p>Title I,II,III EETT ARRA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Submit to the district proposed master schedule identifying teacher and number of classes/sections to serve expected students. • Submit to the district final master schedule identifying grades, teachers, classes, and number of students assigned. • Submit to district quarterly update reviewing progress of students in math intervention according to formative assessment data. • Conduct annual district review analyzing by site comparison of the CST results of students in the math intervention program from one year to the next. <p>9b. The district will monitor development and implementation of each site's Rtl² Plans.</p> <ul style="list-style-type: none"> • Continue to require all administrators to develop with their staff a site specific Rtl Pyramid of Interventions/Preventions addressing high priority, EL and SWD students based on most recent assessment results including CST, CAHSEE, CELDT, District Benchmarks. • Train sites on implementing school-wide positive behavior support systems. • Use Behavior Support Specialist and special education staff to train sites on Tier I behavior supports. • Continue to refine district expectations for appropriate Tier II and Tier III math interventions required at sites. • Continue to increase the number of collaborative/team teaching of general & special education teachers with the inclusion of special education students in regular classes. 	April 2011, 2012, 2013	NA		
	Aug , 2011, 2012, 2013	NA		
	Nov, Feb, April, 2011, 2012, 2013	NA		
	Director Testing/Assmt. Sept 2011, 2012, 2013	NA		
	Assist. Supt. Ed. Services, Directors Elem, Sec., Lang. Support., Sp. Ed. Oct-June -2011, 2012, 2013.	Teacher substitutes, Training materials	\$13,255,090 \$2,565,242 \$735,018 \$4,790,069	Special Ed. IDEA Sp. Ed. ARRA Sp. Ed. General Fund
	Oct-June 2010-2011 Site PD time	NA		
	Oct-June -2011 Site PD Time	NA		
	Oct-June -2011	NA		
May-Aug Oct-June -2011	NA			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Train secondary principals to promote the push-in model for special education students using the RSP teacher in the regular classroom. Continue to require at all sites the inclusion of special education teachers as member of grade/course level PLCs and data teams. <p>9c. The district will continue to serve special education students through a variety of programs and services that are targeted to students' needs and provide access to standards-based instruction through SBE-approved MATH adoptions.</p> <ul style="list-style-type: none"> 54 RSP classes, 43 SDC LH and SH classes, Federal Head Start, State Preschool 3 county classes, 760 students provided speech services, 19 Elem, 2 middle and all classes at one high school are collaborative classes. <p>9d. The district will provide Supplemental Education Services to the lowest performing Title I students in mathematics.</p>	<p>Sept- April 2011</p> <p>Aug-June 2011, 2012, 2013</p> <p>Director Sp. Ed Coordinators Sp. Ed Teachers</p> <p>Director State/Fed Projects Oct.-May 2011, 2012, 2013</p>	<p>NA</p> <p>NA</p> <p>Teachers and Assistants Salaries, Program Costs</p> <p>Service Providers Costs 925 students in 2010-11</p>	<p>\$800,169 \$3,975,207 \$253,126 \$3,550,069 \$1,054,651</p>	<p>Special Ed. IDEA Sp. Ed. ARRA Sp. Ed. Gen Fund Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>10a. The district will monitor more accurate placement in secondary mathematics classes for strategic and intensive students.</p> <ul style="list-style-type: none"> Train (Director Secondary Ed.) middle and high school counselors on use of the district placement criteria for math for incoming and continuing students that matches core plus support and intensive intervention classes offered in the master schedules. Monitor (secondary principals and assistant principals) counselors' use of criteria for correct placement. <p>10b. The district will support middle and high school students</p>	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Support Services, Sp. Ed., Testing, Site Admin., Coaches, Math Teachers, Counselors June, 2011, April-June 2012, 2013</p> <p>Director Sec Ed Sec. Principals June 2011, April-June 2012, 2013</p>	<p>NA</p> <p>NA</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>with study skills and strategies for learning with the Advancement Via Individual Determination (AVID) program.</p> <ul style="list-style-type: none"> • Develop district wide marketing for the AVID program to target students in the academic middle, “B,” “C,” and even “D” students, who have the desire to go to college and the willingness to work hard providing acceleration. • Develop and implement district and site plans to articulate marketing to elementary and middle school students. • Articulate AVID program to staff, students and parents at feeder schools and identify probable candidates and interview identified students and parents. • Identify number of students and sections needed for new and continuing AVID placement for following year. <p>10c. The district will establish expectations for all sites to support students needing math intervention:</p> <ul style="list-style-type: none"> • Develop and implement academic interventions in math. • Facilitate the math intervention programs so that students needing intensive intervention in math are appropriately served and their progress is monitored (both strategic and intensive students) • Work with parents groups and parents of high risk students to develop and enhance student study skills and success in mathematics achievement. • Work with individual students to develop and monitor personal goals to increase math achievement. 	<p>March 2012, 2013</p> <p>March 2012, 2013</p> <p>April 2012, 2013</p> <p>May 2012, 2013</p> <p>Director Elem., Sec. Ed</p> <p>Aug-June 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013</p>	<p>AVID Program Costs</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>\$315,790</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p>Unrestricted, Lottery and APIP</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Coordinate Before/After School programs with the core and intervention math programs. <p>10c. The district will support the needs of the Immigrant students through the following planned activities:</p> <ul style="list-style-type: none"> Use the district data system to determine the schools highly impacted with immigrant students and conduct a needs assessment to ensure that the highest priority needs are met for basic instructional materials. Use the EL Case Manager to provide additional support to EL students experiencing difficulty mastering the proficient or advanced levels of academic achievement standards. EL Case Manager will provide effective and timely assistance to at-risk students referred by site counselors by monitoring of individual student progress and suggest appropriate academic options to parents and students. Use the before/after-school intervention programs, AVID program tutors 7-12 and Credit Recovery programs to support Immigrant students as needed. Ensure that all students including migrant students have access to AP math classes as appropriate to their need. 	<p>Aug-June 2011, 2012, 2013</p> <p>Director Lang. Support Services, TOA, CPS, EL Case Manager.</p> <p>Aug-Oct 2011, 2012, 2013</p> <p>Aug-June 2011, 2012, 2013</p> <p>Aug-June , 2011, 2012, 2013</p> <p>Aug-June , 2011, 2012, 2013</p>	<p>NA</p> <p>NA</p> <p>EL Case Manager salary</p> <p>Program Costs</p> <p>NA</p>	<p></p> <p></p> <p>\$90,000</p> <p>\$298,000</p> <p></p>	<p></p> <p></p> <p>Title III Immigrant</p> <p>Lottery Unrestricted APIP Immigrant</p>

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.*

Analysis: Colton Joint Unified School District analyzed the ELSSA, AYP and AMAOs 1 and 2 data to look for trends in the achievement of English Learners (see chart below). The district is currently in Year 1 of the Title III requirement for failing to make all three Annual Measurable Achievement Objectives (AMAOs) in 2010. In 2010 the district missed the AMAO 1 target and the AMAO 2 target for students in a language program for more than 5 years, and AMAO 3 targets in ELA and math, but made the AMAO 2 target for students in a language program more than 5 years. The district made AMAO 1, 2 and AMAO 3 in 2009 through Safe Harbor but had not made AMAO 3 for the six previous years. The district did make AMAO 1 and 2 in 2008 and 2009. Based on the 2010 ELSSA a large number of intermediate level EL students in grades 6-11 are at the Far Below, Below Basic or Basic level on the CSTs in ELA and math for 2010. The district is monitoring the achievement of the EL students by performance level in ELA and math and does see positive growth but needs to increase and accelerate that growth to increase the number of EL students who are proficient and above in ELA and math.

Meeting the Needs of English Language Learners

The district and the DAIT provider identified the following recommendation to increase the achievement of EL students to proficiency in reading/language arts as well as mathematics and to reach high academic standards: **"Provide all English Learners full access to the core curriculum in reading/English language arts and mathematics".**

The district has implemented the following High Leverage Actions:

- Adopted an intervention program for English learners and intensive readers
- Established strategic support classes to align with core at both middle and high schools
- Trained 100% of K-6 teachers and 100% of all secondary math teachers in ELPD with new math adoptions
- Purchased intervention program for mathematics for grades 4-7
- Implemented an algebra readiness program at grade 8
- Reviewed schools for program implementation of math and RLA/EL intervention
- Trained teachers in the implementation of math interventions and RLA intervention *Language!*
- Coached teachers implementing the math intervention and RLA intervention *Language!*
- Developed placement procedure for interventions
- Provided Rtl training to school teams
- Created pyramids of intervention for every school
- Conducted principal summits for secondary leaders
- Established criteria for ELD groupings and identified appropriate curriculum
- Identified ELD assessments to monitor students' development of English skills

District data indicates that EL students need continued support to access the core curriculum and greater implementation of the adopted intervention programs. In addition the district identified the following solutions to improve EL achievement and provide the focus for the district.

1. Continue to train district staff in ELPD until 100% of the district teaching staff has been trained.
2. Continue to fully implement the core E/RLA adoptions including ancillary materials to support EL students.
3. Place and monitor EL students in RLA and math intervention programs as appropriate to student need.
4. Train teachers in Explicit Direct Instruction (EDI) K-grade 10 (all K-6 and all ELA and math 7-10 teachers).
5. Monitor the progress of EL students with SMART goals written into site Single Plans for Student Achievement through results from STAR, CELDT, district benchmark data in ELA and math, and ELD unit assessments.

Colton Joint Unified School District AMAO 1 and AMAO 2 2010

Name	AMAO 1			AMAO 2				School Level
	2008 Target 50.1%	2009 Target 51.7%	2010 Target 53.1%	2008 Target 28.9%	2009 Target 30.6%	2010* Target < 5 years 17.4%	2010* Target > 5 years 41.3%	
Colton Joint Unified	53.2%	54.4%	50.8%	33.4%	34.6%	19.6%	40.8%	District
Abraham Lincoln	49.7%	51.9%	44.6%	30.8%	37.4%	16.9%	31.4%	ES
Alice Birney	41.9%	59.0%	43.8%	20.1%	39.3%	16.9%	39.2%	ES
Cooley Ranch	61.7%	58.5%	55.2%	45.9%	36.0%	36.3%	-	ES
Crestmore	62.1%	45.3%	59.9%	46.2%	28.1%	26.0%	45.1%	ES
Gerald A. Smith	54.2%	62.1%	60.4%	34.1%	43.2%	25.5%	48.6%	ES
Grand Terrace	54.4%	52.9%	58.3%	42.5%	40.0%	23.7%	-	ES
Jurupa Vista	55.5%	57.7%	44.5%	28.9%	43.3%	14.4%	34.1%	ES
Mary B. Lewis	52.8%	41.0%	43.0%	36.1%	20.9%	9.5%	22.2%	ES
Michael D'Arcy	57.0%	55.6%	55.5%	53.6%	51.1%	35.5%	-	ES
Paul Rogers	53.2%	55.6%	44.0%	32.5%	41.8%	12.8%	40.4%	ES
Reche Canyon	57.5%	64.8%	54.2%	40.7%	53.8%	20.1%	-	ES
Ruth Grimes	45.8%	52.1%	50.7%	38.0%	27.8%	16.4%	27.1%	ES
Sycamore Hills	60.5%	60.2%	44.3%	43.6%	44.5%	19.8%	36.7%	ES
Terrace View	61.8%	63.2%	68.9%	-	-	35.7%	-	ES
Ulysses Grant	61.0%	43.8%	44.3%	40.0%	30.6%	15.6%	36.4%	ES
Walter Zimmerman	58.5%	56.0%	48.4%	38.7%	32.7%	18.7%	44.6%	ES
William McKinley	55.5%	59.4%	51.8%	31.9%	38.2%	20.0%	47.5%	ES
Woodrow Wilson	43.7%	54.7%	43.3%	31.1%	33.3%	13.0%	21.2%	ES
Bloomington	57.3%	58.5%	52.2%	35.8%	37.2%	32.5%	44.7%	MS
Colton	52.8%	68.8%	58.2%	34.3%	39.8%	18.2%	49.6%	MS
Ruth O. Harris	50.3%	53.2%	57.0%	21.9%	28.6%	-	52.2%	MS
Terrace Hills	49.1%	48.5%	58.8%	24.4%	24.1%	-	47.1%	MS
Bloomington	52.3%	47.1%	56.8%	22.5%	24.3%	28.8%	41.0%	HS
Colton	43.6%	56.8%	43.0%	24.8%	34.3%	8.9%	33.9%	HS

Shaded box=District or school did not make AMAO Target

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.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>1 a. All programs and activities are developed, implemented and monitored to ensure all English Language Learners attain proficiency in grade level standards in ELA and math and develop English language skills. These programs include: Structured English Immersion (SEI), English Language Mainstream Classrooms (ELM), and Dual Immersion (DI) as the Alternative placement. The program is supported by a Director of Language Support Services, Curriculum Program Specialist, a Teacher on Assignment, an EL case manager, a Language Assessment and Data Specialist and two Language Assessment Specialists. All English Learner students are supported by the following:</p> <ul style="list-style-type: none"> • K-6 Daily grade level ELA core standards-based lessons aligned to the Houghton Mifflin <i>A Legacy of Literacy</i>. • K-6 Daily lessons aligned to the ELA K-6 Houghton Mifflin <i>A Legacy of Literacy</i> using ancillary materials such as HM EL Handbook, Extra Support Handbook, aligned to students' CELDT levels and Hampton Brown <i>Into English</i> for 30 minutes of daily ELD with students grouped by level. CELDT level 4 and 5 students are also supported with <i>English at Your Command</i>. • 4-8 Sopris West <i>Language! 4th Edition</i> is provided daily for reading intervention for students who are at the intensive level including EL students. • 7-8 Daily ELA using McDougal Littell <i>The Language of Literature</i> is provided with ancillary materials are used to support EL students. • 7-8 EL students receive a double block of core or <i>Language! 4th Edition</i> if they are CELDT level 1 or 2 or FBB or BB. CELDT levels 3-4-5 students receive an RLA course focused on developing language skills to prepare students for content mastery. • 9-12 ELA is provided with a double block Prentice Hall, <i>Literature Timeless Vices, Timeless Themes</i> with ancillary materials. CELDT levels 4-5 students receive RLA courses focused on developing academic language skills to prepare students for content mastery. • 9-12 EL students at Level 1 or 2 or who are FBB or BB receive <i>Language! 4th Edition</i> or Scholastic <i>READ 180 Enterprise Edition</i> daily depending on student need. • District wide ELPD training has been provided to all K-6 and all 7-12 math teachers. Additional training will continue until 100% of the district staff has had ELPD training. • Monitoring of English Learners' progress by AMAO 1 and 2 results, STAR, CELDT, and CAHSEE, district benchmark assessments 3 x per year are disaggregated by EL subgroup. • Support of site coaches is provided at PI schools. District EL coaches serve all secondary sites • SMART Goals for EL students included in sites' Single Plan for Student Achievement using assessment tools to monitor student progress.

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <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>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1b. Funds support improved student achievement to attain English proficiency and proficiency in ELA and math through teacher and administrator professional development and through the purchase of supplemental materials. Administrators and teachers are trained in adopted materials as well as in ELPD. ELPD is paid for with Title III funds. District EL coaches provide training in the strategies to support explicit delivery of listening, speaking, reading and writing activities. Additional teacher and administrator training will continue to be provided in ELPD.</p> <p>1c. English Learner progress is monitored by disaggregation of AMAO 1, 2 and 3 assessment results by site so that each site can monitor the progress of their ELs. CST and CAHSEE results are also disaggregated and analyzed by EL subgroup level at each site. District benchmark assessments in ELA and math are given three times per year and disaggregated and analyzed by subgroup level at each site. ELD unit assessments are given to students in grades K-6. EL students' progress in <i>the Language!</i> intervention program 7-8, <i>READ 180</i> 9-12 and <i>Math Triumphs</i> and <i>Algebra Readiness</i> intervention programs is also closely monitored.</p> <p>1d. CJUSD promotes parent and community involvement through site English Learners Advisory Committees (ELAC) at all sites and a District English Learner Advisory Committee (DELAC) at the district level with meetings held throughout the school year to give parents and the community opportunities to give input into a number of issues including but not limited to the following:</p> <ul style="list-style-type: none"> • Development of a district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement. • Conducting a district-wide needs assessment one time per year school-by school • Establishment of district program, goals, and objectives for programs and services for English learners. <p>Staff members make phone calls to parents and schools provide childcare for meetings. ELAC parents are involved in the process to promote exiting the EL program, celebrating those who have exited through redesignation ceremonies.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>2. The district's EL Master Plan outlines the goals and action steps to implement and monitor high quality first best language instruction based on scientifically based research strategies and practices including:</p> <ul style="list-style-type: none"> • Provide SB 472 English Learner Professional Development 5 day (ELPD) to teachers who did not attend previous training. Prioritize training by schools who are not meeting EL targets. • Provide and monitor systematic, explicit ELD instruction daily for K-6 students at all sites. • Assign no more than two contiguous CELDT levels to each ELD group at the lowest level of performance (CELDT 1-2). • Ensure all ELs are receiving standards-based ELD using the district adopted curriculum. • Conduct classroom walkthroughs for the purpose of ensuring quality ELD instruction. • Review ELD and CST blueprints with all principals and instructional coaches. • Conduct a complete needs assessment of district schools not achieving all AMAOs following the release of state data for ELs, • Support first best instruction with an emphasis on academic language and vocabulary development with appropriate scaffolding and support for ELs at all proficiency levels by working closely with coaches and department chairs. • Use the district placement criteria, STAR, and CELDT data to place English Learners in appropriate ELA and ELD core and intervention programs. • Analyze disaggregated data from state, district, and site assessments on a monthly basis and during PLCs to determine specific needs of English learners and provide targeted instruction to meet those needs, especially for LTELS. • Meet with students to discuss test results and goal setting and provide practice CELDT tests. <p>3. High quality professional development includes:</p> <ul style="list-style-type: none"> • Analysis and use of disaggregated summative and formative data through PLCs to monitor EL progress, apply the correct instructional response, and evaluate interventions. • EDI and ELPD training to all district teachers. • RtI Level 1 and 2 training to all district and site administrators and site leadership teams. • ELPD and EDI training for administrators and coaches: • AB 430 for administrators and SB475 for teachers in professional development for adopted texts. • Multicultural sensitivity training for teachers and administrators. • Monthly collaboration meetings between special ed. staff and teachers of EL SWD students.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	<p>If yes, describe: In order to upgrade program objectives and effective instructional strategies the district has:</p> <ul style="list-style-type: none"> • Made changes in the reclassification criteria • Trained all K-6 and all 7-12 math teachers, coaches and administrators in ELPD • More fully implemented the core ELA and math programs including the use ancillary materials for ELs • Implemented RLA and math intervention programs • Defined and published placement and monitoring criteria for EL students in E/RLA, math and ELD classes. • Developed a process of closely monitoring ELD instruction at the elementary level, train teachers to teach the <i>Language!</i> 4th Edition for gr. 4-8, and at 9-12 have a program in place to monitor EL students' progress and achievement. • Provided a double block of E/RLA instruction in academic language development for all secondary students.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	<p>If yes, describe: 5. After school tutorials, push-in during the day intervention at the elementary level with additional staff, credit recovery, extended ELD during the day and after school, AVID, Saturday School K-12, CAHSEE support classes for 11th and 12th grade, and Drop-Out Recovery Summer Graduation are provided. All sites provide intensive instruction through reading and math SBE-adopted programs based on individual student need. Examples of additional actions that might be taken as an appropriate intervention for K-12 students include: additional ELD instruction, modification in instructional strategies, programs, and materials, peer tutoring, and support and reorganization of ELD instruction.</p>

Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes</u> or No	If yes, describe: 6. Coordinated district programs and services benefit EL students by providing a research-based instructional program aligned to state standards, by reviewing state and local assessment data to analyze student progress, and by utilizing appropriate and effective teaching strategies to meet the needs of all students. Implemented district programs that benefit EL students include AVID, GATE, reading and math intervention classes, after school programs, AP classes, CAHSEE support classes, Title I, EIA/LEP and Immigrant funds.
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes</u> or No	If yes, describe: 7. The district identifies interventions and supplemental services to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. This will be supported by the collaboration and coordination with district programs and related services for staff development provided by the district TOAs and site Instructional Coaches.
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes</u> or No	If yes, describe: 8. Parents and community members participate in regular and ongoing site and district programs designed to improve literacy for parents and to better help parents in assisting their children. Site ELAC, district DELAC, and SSC meetings involve parents in the decision making process to benefit their children. Translation of information and materials in the parent's primary language contribute to the sense of belonging and success of the meetings. Childcare enables a higher percentage of parents to be involved.

Allowable Activities	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes</u> or No	<p>If yes, describe:</p> <p>9. Use of state, district, and school funds are used to ensure that all sheltered, intervention and strategic classes have a laptop, projector, and an ELMO to make content more comprehensible for ELs. Use of computer labs at some schools allows for ELD support with Rosetta Stone and the Skills Tutor standards-based program. The use of Edusoft enables all teachers and administrators access to student data information. The data allows classroom teachers to plan for appropriate instruction in meeting the needs of the LEP students.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>10. Other activities consistent with Title III.</p>	<u>Yes</u> or No	<p>If yes, describe:</p> <p>10. Hold monthly collaboration meetings between special ed. staff and teachers of EL SWD students.</p> <p>The district regularly schedules training for all staff including EL testing technicians. EL technicians complete all CELDT testing. They meet monthly for training on EL data analysis and compliance. Teachers and administrators also attend local and state conferences related to EL students.</p>

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

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; 	<ol style="list-style-type: none"> 1. The district informs parents: <ol style="list-style-type: none"> a. All parents of English Learners and students are notified in writing of their child’s English and primary language proficiency test results. Parent notification is provided in English and the primary language, whenever possible. Provisions are made and documented to ensure that notification of results is given to parents who do not read, and/or parents for whom written notification in their home language is unavailable. A copy of the parent notification form is placed in the cumulative folder. b. Each student whose home language is other than English, as determined on the Home Language Survey, is assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument administered by qualified staff. CELDT is designed for four grade spans: grades K-2, 3-5, 6-8, and 9-12. Students receive an overall score which identifies their English language proficiency at a Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced level. The results of these assessments provide a measure that enables site personnel to determine the appropriate placement. c. English Learners with less than a reasonable fluency in English are placed in a structured English immersion program, unless the school has granted a parental exception waiver for an alternative program, or the parent has requested English language mainstream placement. All classroom instruction is in English. d. The goal of the Structured English Immersion Program is to develop English language proficiency and provide access to the core curriculum. This program is designed for students whose English language proficiency is between the beginning and intermediate levels. Teachers hold appropriate certification to teach ELs.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools. g. in the case of a child with a disability, how such program meets the objectives of the IEP of the child; h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i the right that parents have to have their child immediately removed from such program upon their request; and ii the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<ul style="list-style-type: none"> e. The staff member explains that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English proficient. Based on the student’s entry level English proficiency and academic achievement the length of time in the program is discussed. f. The District policy for reclassification is consistent with the CA Code of Regulations stating each EL must be able to: demonstrate English language proficiency and participate equally with average native English speakers. Such students can then be reclassified as R-FEP. The District’s reclassification process considers the student’s readiness to be re-designated through evaluation of student performance (teacher and grades) and objective testing (CELDT, STAR). The CELDT test scores must be at the overall proficiency level of Early Advanced or Advanced with no subtest lower than intermediate. g. Special Education English Learners are eligible for all services normally provided for students with disabilities and all those provided for English Learners. Instructional decisions related to student’s language acquisition status must be described in the Individualized Education Plan (IEP). h. At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction. The district provides full written descriptions of the educational program choices and of all the educational opportunities available to the student. Staff is available to communicate orally upon parent request. When an identified EL enrolls, the school informs the parents about their child’s placement in an English classroom and their right to an alternative program.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Parents of all continuing K-12 students are notified of their student’s program placement once a year. New students enrolled after beginning of year receive a letter explaining the program placement of their students no later than 30 days after the beginning of school. Letters are translated as required by law.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The district notifies parents via US Mail if it has failed to make its Annual Measurable Achievement Objectives (AMAOs) within thirty days of such failure.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<u>Yes</u> or No	If yes, describe: Parents of immigrant students are encouraged to participate in school parent activities and organizations such as ELAC and the Parent Institute. <i>Latino Family Literacy Project</i> is another program at various sites that is used to increase parent involvement with their English learner children at home. The Parent Institute is an eight week parenting course open to all parents at various school sites throughout the district. Spanish translation is available for parents at all parent functions.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<u>Yes</u> or No	If yes, describe: Title III funds will be used to provide professional growth opportunities for all teachers, administrators and support staff who works with immigrant students. English Learner Professional Development has been provided to all K-6 teachers and all 7-12 math teachers, coaches and administrators to date. Continued ELPD will be provided until all district teachers have been trained. CPS and TOAs provide support to teachers in SEI classes. EL Case Manager provides support to at risk and immigrant students to address specific needs.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<u>Yes</u> or No	If yes, describe: The EL Case Manager will organize and support in class tutorials and after school tutorials.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<u>Yes</u> or No	If yes, describe: Additional supplemental instructional materials are provided to immigrant students through Immigrant funds

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
	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.	<u>Yes</u> or No	If yes, describe: The EL Case Manager will support immigrant student needs.
	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:	<u>Yes</u> or No	If yes, describe: The EL Case Manager will assist immigrant students in elementary and secondary district schools.
Allowable Activities	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:	<u>Yes</u> or No	If yes, describe: The EL Case Manager will work directly with school sites and serve as a resource for parents of immigrant students.

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>CJUSD currently implements its 2008 Comprehensive Design for Improving Teacher and Principal Quality to Ensure the Equitable Distribution of Highly Qualified and Effective Teachers and Principals Title II Plan and has made significant gains in these areas:</p> <ul style="list-style-type: none"> • 100% grades K-6 and 7-8 teachers and 98% 9-12 meet the requirements for Highly Qualified Teacher. (Only 1 teacher is not HQT and completing the Non-Compliant Teacher Plan.) • 100% grades K- 12 teachers are authorized to teach English Learners. • 100% grades K-6, 7-8, and 9-12 teachers are authorized to teach Special Education. • 100% 7-8 Administrators have completed the three modules of AB 430; 80% (all but two principals and four assistant principals) K-6 administrators have completed the same; 85% (all but two) 9-12 administrators have completed the same. • 100% K-8 Administrators have completed ELPD; 85% (all but two) 9-12 administrators have completed the same. • 99% of K-12 teachers who teach math have completed the 40 hour SB 472 materials-based training for the new math adoptions. <p>CJUSD provides ongoing support for teachers to implement their training through instructional coaches at the twelve K-6 sites and eight district content experts (TOAs) in R/ELA, ELs, Special Ed., and Technology. CJUSD complies with CDE’s MOU requiring expenditures of Title II funds to support Attaining 100% HQT.</p>	<p>CJUSD has these needs in professional development:</p> <ul style="list-style-type: none"> • Provide all district administrators and K-10 teachers with Explicit Direct Instruction training and follow- up coaching. • Provide multicultural sensitivity training for all staff. • Provide the eight untrained K-12 site administrators AB 430 E/RLA and mathematics training in their adopted programs along with the 40 hour structured practicum (per the APS). • Provide 40-hour instructional materials-based professional development programs in their math adoptions for the nine untrained elementary teachers in mathematics and eight untrained 7-10 teachers. • Train all reading intervention teachers (grades 4-10) in specific use of the curriculum to teach the ELD contained within their adoptions from Program 5, <i>Language! 7-8</i> or <i>9-12 Read 180</i>. • When funding allows the purchase and implementation the new 2008 E/RLA Program 2 (with ELD) core adoptions, require all teachers and administrators to receive 40-hour instructional materials-based professional development.

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: CJUSD’s professional development activities are all aligned to state academic grade level content standards. Professional development activities are based on California State Frameworks, STAR Blueprints including Standards Based Planning, Released CST Questions, and CAHSEE Blueprints. Planned professional development:</p> <ul style="list-style-type: none"> • 40-hour instructional materials-based professional development programs for the 9 untrained elementary and 8 secondary teachers in Mathematics. • 40-hour instructional materials-based professional development programs for untrained secondary teachers in ELA. • Professional development for 8 untrained administrators Modules 1, 2, 3 for E/RLA and mathematics adoptions. • Provide all district administrators and K-10 teachers with Explicit Direct Instruction (EDI) training and follow- up coaching to include two days of training, follow-up three days per site work with pre-written lessons, leadership training in how to measure Instructional Effectiveness in classrooms and how to collect data and write SMART goals based on data. This process will be repeated for four cycles. • Training for district content experts (TOAs) and site instructional coaches to support teachers in implementing professional development activities listed above. • Continue ongoing training to analyze student achievement data from state assessments and district formative assessments, plan 	<p>Asst. Supt. HR, Asst. Supt. Ed Services, Directors Sec., Elem., Dir. Lang. Support Services, Spec. Ed., EL, and R/ELA TOAs, Sp. Ed., Testing, Site Administrators, Coaches, E/RLA Teachers Aug. 2011</p> <p>Aug.- Dec. 2011</p> <p>Nov 2011- May 2012</p> <p>Aug-June 2011, 2012, 2013, 2014</p> <p>Aug-June 2011, 2012, 2013, 2014</p>	<p>Professional Development for Math TBD</p> <p>AB 430</p> <p>Training costs Handouts Data Works Contract Substitutes Edusoft Contract</p> <p>All Site Professional Development</p>	<p>\$23,375</p> <p>\$12,750</p> <p>\$16,621.71 \$202,500 \$174,625</p> <p>\$174,625 \$300,000 \$211,360</p>	<p>Title I</p> <p>Title I</p> <p>Title II</p> <p>Title I EIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>appropriate instructional response and interventions using adopted programs and set SMART Goals for grade and content level teams to increase student mastery of standards.</p> <ul style="list-style-type: none"> • Collaboration across school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials 	<p>Aug-June 2011, 2012, 2013, 2014</p>	<p>Activities including workshops, PLCs, grade/course level teams</p>		
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • Use the principals' meetings to build greater understanding for implementation of the research-based Nine Essential Program Components from the 2009 Academic Program Surveys to increase student achievement in ELA and math. • Align all sites' professional development plans outlining activities during collaborative time using research-based instructional strategies and effective schools research (Marzano, Reeves, DuFour, Stiggins, and Elmore). • Incorporate the Professional Learning Community elements into all professional development to focus on student learning, collaboration and collective inquiry, use of data analysis to identify appropriate response to student learning, and leadership capacity building. • Provide professional development that supports collaboration across school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies and the effective implementation of standards-based materials. • Provide additional professional development for teachers in schools by incorporating follow-up classroom support and coaching using district content experts (TOAs) and site coaches. 	<p>Asst. Supt. Ed. Services, Directors Sec., Elem., Principals Monthly Meetings Director Lang. Support, Principals Annual Plans due Sept. yearly Dir. Testing/Assessment, Principals Bi-Monthly PLCs Directors Sec., Elem., ELLs/Prof. Dev. Coaches, TOSAs, Teachers, Principals Bi-Monthly PLCs Directors Sec., Elem., ELLs/Prof. Dev. Coaches, Teachers, Administrators Monthly Coaches Network/Daily support for teachers</p>	<p>NA NA All Site Professional Development Activities Salaries 13 CPS/ Coaches 17 TOAs</p>	<p>\$174,625 \$300,000 \$211,360 \$1,440,916 \$ 1,632,696</p>	<p>Title I EIA Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA, QEIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Continue to implement the system of accountability for classroom instruction through district site visits and daily principal classroom visits to analyze instruction for high priority students. • Continue superintendent's monthly reports from principals and secondary principal summits to present and discuss principal's new action plan goals based on latest CST and CAHSEE data as part of the evaluation process. • Disaggregate district and school site data by subgroup and identify high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and develop site action plans (Response to Intervention) as a component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap. • Continue use of twice monthly PLCs and data teams of grade or course level teachers at all sites who analyze formative student data from standards-based district benchmarks and short cycle assessments to determine an effective instructional response and intervention for students not achieving. • Use the Single Plan for Student Achievement as the principal's work plan and increased student achievement as part of the principal's evaluation, thereby increasing accountability and the close alignment for district and site-based professional development activities. • Provide ELA and math teachers professional development through EDI training in the use of differentiation of instruction, Universal Access, and intervention strategies to enable teachers and principals to better meet the needs of intensive and strategic learners including ELs and SWDs. • Conduct Multicultural Sensitivity Training to ensure all staff understands the unique learning needs of diverse students. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Supp., Sp. Education, Site Administrators, Coaches, Teachers October-February 2011-2013</p> <p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Supp., Sp. Ed., Testing, Adm., Coaches, Teachers Monthly 2011-2014</p> <p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Supp., Sp. Ed., Testing, Adm., Coaches, Teachers Bi-Monthly 2011-2014</p> <p>Asst. Supt. Ed Services, Directors Sec., Elem., Principals Monthly 2011-2014</p> <p>Directors Elem., Sec., Sp. Ed., Lang. Supp. Nov. 2011-May 2012</p> <p>Spring 2012</p>	<p>NA</p> <p>Edusoft Contract</p> <p>Site Prof. Dev. Costs, Subs, Extra Duty Tchr.</p> <p>NA</p> <p>Training costs Handouts Data WORKS Contract Substitutes</p>	<p>\$174,625</p> <p>\$174,625 \$300,000 \$211,360</p> <p>\$16,621.71 \$202,500 \$174,625</p>	<p>Title I, II,III EETT ARRA</p> <p>Title I EIA</p> <p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • Collaborate on the design and content of all training activities provided by the Education Services department, including Elementary and Secondary Education, Language Support, Special Education, Testing/Assessment, and BTSA program to that they are researched-based, aligned to the Four High Leverage Actions, and provide follow-up support from the instructional coaches and district TOAs. • Train all reading intervention teachers (grades 4-10) in specific use of the curriculum to teach the ELD contained within their adoptions from Program 5, <i>Language!</i> and <i>Read 180</i>. • Use the Single Plan for Student Achievement as the site work plan for coordinating programs from all funding sources based on alignment to needs of students and teachers. • Monitor the yearly site professional development plans and calendars for alignment to the district's Four High Leverage Actions based on DAIT recommendations. 	<p>Asst. Supt. Ed Services, Directors Sec., Elem., Lang. Supp., Sp. Ed., Testing July 2011-July 2014</p> <p>Director Lang. Supp. Aug 2011-2012 Director Testing/Projects Principals Jan 2011-Jan 2014 Director ELLS/Prof. Dev. Aug 2011-2014</p>	<p>NA</p> <p>NA</p> <p>NA</p>		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Administer the Academic Program Survey at all sites, collect data by Essential Program Component, and determine what the needs are for professional development for district and sites according to level of implementation rating. • Use an analysis of the classroom walk throughs to plan district and site professional development for specific grade-levels, departments, or school site teams on topics identified as minimally implemented. • Use an analysis of the student data from district benchmarks to plan district and site professional development for specific grade-levels, departments, or school site teams on topics identified as having low proficiency. 	<p>Directors Elem., Sec. Principals Teachers Feb. 2012, 2013 Directors Elem., Sec., Lang. Supp., Sp. Ed., October-February 2011-2013 Dir. Testing/Assessment October-February 2011-2013 Dir. Lang. Supp., Coaches</p>	<p>NA</p> <p>NA</p> <p>NA</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Survey instructional coaches and district TOAs to determine areas of weakness across district and at sites. Survey teachers and principals annually to identify the areas in which they need training in order to provide the instruction and leadership to improve the achievement of English Learners, Students with Disabilities, and other high priority students. Provide BTSA professional development activities for new teachers to the district's teacher induction program and align the training with the California Standards for the Teaching Profession and the California Formative Assessment and Support System for Teachers. 	April 2011, 2012, 2013 Directors ELL, Sp. Ed. April 2011, 2012, 2013 Asst. Supt. Ed. Services Aug-June 2011, 2012, 2013	NA NA NA (RIMS BTSA)		
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: (See CJUSD Technology Plan for 7/01/09 to 7/30/12 for greater specifics.)</p> <ul style="list-style-type: none"> Train teachers to create interactive technology oriented lessons to provide integration of technology software and use text-referenced websites for research and interactive support. Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate response systems and digital. Continue to train teachers to implement the Zangle Teacher Connection Gradebook. Train ELA and math teachers to use these electronic programs that are embedded in their instruction and curriculum: Renaissance Place, Skills Tutor, Pearson enVision Math, Rosetta Stone, <i>Read 180</i>, and Odyssey Ware (for credit recovery). Use Odysseyware & SDCOE program at grades 9-12 to identify students for credit recovery and to increase the graduation rate for at risk students, ELs and SWD students. Use Revolution Prep and SDCOE program at the 9-12 level to increase the CAHSEE pass rates for at risk students including ELs and SWD students. 	IT Manager Tech Support Staff, Teachers Fall 2011- June 2012 Fall 2012- June 2013 Fall 2013- June 2014 Fall 2011- Spring 2012 Fall - Spring 2010-2011 Fall - Spring 2010-2011 2011-2012 2011-2012, 2012-2013, 2013-2014	IT Support Teacher, Teacher stipend or substitutes and materials and licenses Cost of Zangle NA SDCOE Printing Odysseyware SDCOE Printing	\$19,871 \$607,111 \$3,939,771 \$73,000 Annual Fee \$10,000 \$75,000 \$10,000	Title I, Part D Title II, ARRA Ed Tech Funds General Fund General Fund General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): (See CJUSD Technology Plan for 7/01/09 to 7/30/12 for greater specifics.)</p> <p>All core content courses have technology components: audio CDs, test generator software, lesson planners, teaching transparencies, and DVD or VHS interactive content clips. All classroom teachers have a workstation dedicated to classroom, management (student attendance, data collection and analysis, Edusoft, and curriculum delivery. Staff has additional professional development in the use of technology to include use of ELMO or LCD projectors to implement the adopted core curriculum. Additional expansion of interactive whiteboards and interactive mobile responder pads is planned. Increased access to technology for teachers and students includes:</p> <ul style="list-style-type: none"> • Train teachers to create interactive technology oriented lessons which allows for the integration of technology software and use text-referenced websites for research and interactive support. • Train all teachers to effectively use audio/visual equipment to enhance the teaching/learning process through use of LCD screens, projectors, audio augmentation, document cameras, immediate response systems and interactive whiteboards. • Continue to provide and train teachers, counselors, and administrators to use the Pulse program to monitor students' grades, assignments, and attendance. • Train teachers to effectively use Edusoft for analysis of student assessments to modify instruction and lesson design. • Provide secondary students the option of taking online courses for credit remediation and acceleration through the use of Odyessyware. • Use Revolution Prep SDCOE program at the 9-12 level to increase the CAHSEE pass rates for at risk students including ELs and SWD students. 	<p>IT Manager Tech Support Staff, Principals, Counselors, Teachers Fall 2011- June 2012 Fall 2012- June 2013 Fall 2013- June 2014</p>	<p>IT Support Teacher, Teacher stipend or substitutes and materials and licenses Pulse part of Zangle Edusoft Contract Odyessyware SDCOE Printing</p>	<p>\$19,871 \$607,111 \$3,939,771 \$73,000 Annual Fee \$174,625 \$10,000</p>	<p>Title I, Part D Title II, ARRA Ed Tech Funds General Fund Title II General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Enhance productivity and communications with parents and students through training staff to use the district-wide use of the Zangle Parent Connection. 		Cost of Zangle	\$73,000 Annual Fee	
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> Survey teachers, paraprofessionals, principals and other school personnel to identify school site and personal needs through a district-wide needs assessment school-by school. Discussion with teachers, paraprofessionals, principals, other relevant school personnel, and parents to develop the District EL Master Plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement. Annual Title I Parent Survey at each Title I site to address needs. District annual Family Involvement Survey for all sites. Conduct focus groups with teachers and principals to gain input for professional development planning. Discuss professional development needs with teachers, School Site Councils, English Learner Advisory Committee, and other parent groups. (Parent Surveys) Survey paraprofessionals to determine needs to become highly qualified. Provide ongoing opportunities for parents to advise and collaborate with the district by participating in groups, which include District English Learner Advisory Committee, ASES Parent Advisory, Special Education Parent Advisory Committee (SEPAC), and Migrant Parent Advisory Committee (PAC). 	<p>Ed Services Staff Sept. 2011, 2012, 2013</p> <p>Ed Services Staff Sept. 2011, 2012, 2013</p> <p>Principals Sept. 2011, 2012, 2013</p> <p>Ed Services Staff Sept. 2011, 2012, 2013</p> <p>Director HR Sept. 2011, 2012, 2013</p> <p>Ed Services Staff Various meeting times 2011, 2012, 2013</p>	<p>Printing Costs</p> <p>NA</p> <p>Printing Costs</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>\$2000</p> <p>\$2000</p>	<p>General Fund</p> <p>Title I</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. Provide all district administrators and K-10 teachers with Explicit Direct Instruction (EDI) training and follow-up coaching to include two days of training, follow-up three days per site work with pre-written lessons, leadership training in how to measure Instructional Effectiveness in classrooms and how to collect data and write SMART goals based on data. This process will be repeated for four cycles. Provide instructional coaches and content experts (TOAs) trained to support all site administrators and teachers to effectively implement EDI. Provide professional development to site administrators to effectively supervise implementation of research-based instructional strategies for English Learners, Students with Disabilities, and other high priority students. Provide ongoing training for teachers teaching the reading intervention programs grades 4-10, <i>Language!</i> and <i>Read 180</i>. Continue to require all principals to develop with their staff a site specific RtI Pyramid of Interventions/Preventions addressing high priority, EL and SWD students based on most recent assessment results including CST, CAHSEE, CELDT, District Benchmarks. Provide training for site teams in implementing school-wide positive behavior supports as part of RtI². CJUSD promotes outreach to parents and community through numerous site and district level with meetings held throughout the school year. Parents are provided training as appropriate and currently serve on: School Site Councils (SSC), English Learner Advisory councils (ELAC), District English Learner Advisory Council (DELAC), GATE Advisory Council (GAC) Head Start & Childcare Advisory Committee, Special Education Parent Advisory Committee (SEPAC), Provide for all schools the Zangle Parent Connection which allows parents access to student attendance, grades, homework assignments, school calendars, and more. Disaggregate district and school site data by subgroup and identify 	<p>Ed. Services Nov. 2011 cycle 1 Jan. 2012 cycle 2 Mar. 2012 cycle 3 May 2012 cycle 4</p> <p>Site Coaches TOAs</p> <p>Directors Elem., Sec., Lang. Supp., Sp. Ed., Administrators, Aug 2010-Je 2011 Directors Elem., Sec. Ed., Sp. Ed., Lang. Supp., Principals Quarterly 2011-2014</p> <p>Dir. Sp. Ed, Admin. Fall 2010 Oct-June 2011-2012 Site PD time Asst. Supt. Ed. Services Admin. Parents, Teachers Annually 2011-2014</p> <p>Dir. Tech, Principals, Teachers</p>	<p>Training costs Handouts Data WORKS Contract Substitutes Edusoft Contract Salaries 13 CPS/Coaches TOAS</p> <p>Teacher substitutes Training materials</p> <p>NA</p> <p>Zangle</p>	<p>\$16,621.71</p> <p>\$202,500</p> <p>\$150,00</p> <p>\$174,625</p> <p>\$1,440,916</p> <p>\$ 1,632,696</p> <p>\$13,255,090</p> <p>\$2,565,242</p> <p>\$735,018</p> <p>\$4,790,069</p> <p>\$73,000 Annual</p>	<p>Title II</p> <p>Title I, II,III Title I ARRA Title II A Title III Immigrant Spec. Ed. EIA,QEIA</p> <p>Special Ed. IDEA Sp. Ed. ARRA Sp. Ed. General Fund</p> <p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>high priority students, English Learners, and Students with Disabilities by name and need through analysis of this achievement data and develop site action plans (Response to Intervention) as a component of the Single Plan for Student Achievement to accelerate their learning and close the achievement gap.</p> <ul style="list-style-type: none"> Continue use of twice monthly PLCs and data teams of grade or course level teachers at all sites who analyze formative student data from standards-based district benchmarks and short cycle assessments to determine an effective instructional response and intervention for students not achieving. 	<p>2010-2014</p> <p>Dir. Tech, Principals, Teachers 2010-2014</p> <p>Principals, Teachers 2010-2014</p>	<p>Edusoft</p> <p>Edusoft</p>	<p>Fee</p> <p>\$174,625</p> <p>\$174,625</p>	<p>Title I, II, II EETT ARRA</p> <p>Title I, II, II EETT ARRA</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Historically these were the identified sub-groups of secondary teachers with the least preparation as HQT: mathematics, science, special education and ELA. However, through the district-wide effort to meet and exceed No Child Left Behind program requirements, over the last three years CJUSD has achieved 100% HQT except for one high school special education teacher in mathematics. To continue 100% compliance, Colton Joint Unified School District will continue to employ recruitment and retention strategies such as:</p> <ul style="list-style-type: none"> Beginning Teacher Support and Assessment Staff Development for RLA /ELD and math adoptions Credit for prior years of teacher service CJUSD Professional Learning Communities Academic Coaching New Teacher Site Meetings Payment for tests, course work, and training to become HQT <ul style="list-style-type: none"> Any non-HQT teacher is required to develop an individualized professional plan designed to enable the teacher to become HQT as soon as possible. At the time of hiring, the teacher is required to meet with the credentialing specialist to evaluate his/her academic program and design a proposed professional plan. Thereafter, the teacher is required to meet with Human Resources to review and approve the proposed professional plan. If required, the sponsoring 	<p>Asst. Supt. HR, Principals, Teachers, RIMS BTSA Aug. 2011, 2012, 2013 Nov. 2011, 2012, 2013 March 2011, 2012, 2013</p>	<p>Test Preparation Materials VPSS Training University Course Work</p>	<p>\$1700</p> <p>\$4,400</p> <p>\$1,500</p>	<p>Title II</p> <p>Title II</p> <p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>university is contacted to clarify timely options. In addition, the school principal is required to meet with each intern to monitor the teacher's progress toward attaining a Preliminary Teaching Credential. Twice per year school site administrators are required to conduct Employee Evaluations of non-tenure teachers. A required component of the evaluation is <i>Developing as a Professional Educator</i>, and within this standard the administrator is to address the employee's progress in meeting the requirements of his/her individualized professional plan.</p>				

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Student handbooks, start of year parent packets and a variety of monthly newsletters inform all stake holders of discipline related education codes, district/school rules and procedures. • All schools are provided with a District adopted Crisis management protocol binder and have developed a state mandated safe school plan that follows state guidelines and is reviewed and revised annually. • All schools have developed Proactive Student Discipline plans and Improving Student Attendance plans to reduce disciplinary actions. • Peace Builders/Leaders and Character Counts are used at some elementary schools. • Student Study Team process addresses student academic and behavioral needs. • Students are referred to drug and alcohol cessation classes through the Youth Justice Center (YJC). • Youth Alternative Sentencing Program (YASP) addresses substance abuse and at-risk behaviors. • Gang Reduction Intervention Team (GRIT) provides intervention to high school youth involved in gang activity, services include individual counseling and 12 week workshops. • School Resource Officers (SRO) are assigned to the district. • Site administrators and counselors provide a variety of everyday services to students in a proactive manner to promote safe learning environments. • Academic counseling is provided at all levels. • Information is provided to parents about access to community and county counseling services. • Nurses and health clerks offer a variety of health services. • Too Good for Drugs/Too Good for Violence curriculum is offered from kindergarten through high school. • A variety of academic safety net programs such as after school tutoring and intensive instruction provide academic support for students in need. • Parent Institute focuses on parenting skills and involvement by forging a working partnership between parents and the school. (14 K-12 sites) • Parent Project focuses on parenting skills for parents of middle and high school students. • <i>Teleparent</i> is an automated parent calling program that addresses attendance and emergencies. • A district wide student dress code helps reduce gang like appearance and gang like activity. 	<ul style="list-style-type: none"> • continue to investigate ways to provide and maintain safe learning environments. • Add additional high school(s) to ease crowding at the two comprehensive high schools. (Scheduled to open 2012/2013) • Continue to investigate ways to improve overall student attendance with emphasis on reducing the District's truancy rate. • Continue to expand the school base of community services in the areas of counseling, drug education and parenting needs. • Increase the connection between the schools and the community. • Continue to seek out and provide district staff development that addresses the community culture. • Provide staff development at the district and site levels to address how to seek out and motivate student achievement. • Develop/promote programs and activities that instill a sense of school ownership in the student population. • Increase the number of School Resource Officers. • Increase access to outside Mental Health services.

- The secondary campus supervisor /campus security program has been revised to increase effectiveness.
- Automated mandated truancy letter process has helped reduce the district's truancy rate.
- McKinney-Vento Homeless Grant provides funds, services, and direction for the CJUSD homeless population.
- Odyessyware Credit Recovery is designed to help students make up credits, reduce the dropout rate, and increase the graduation rate.
- District provides staff development that addresses topics, such as, CPR/First Aid training, crisis management and conflict resolution.
- ASES, an after-school grant program, was implemented at eleven participating K-6 Title I schools.
- The Unity Forum as well as Synergy Days at the two comprehensive high schools involve students, parents, staff, and community and promote understanding, tolerance, and acceptance.
- Career interviews and Futures Night at the comprehensive and alternative high schools provide students with an opportunity to meet with people from colleges, vocations, and professions.
- Advancement Via Individual Determination (AVID) focuses on college-going behaviors and is in grades 7-12.
- Choices is a county sponsored middle school program that focuses on self-esteem, decision making, and success in school. One District middle school currently participates.
- Clubs/activities, such as, Academic Decathlon, FHA Hero, MESA, FFA and Skills USA provide secondary students with an opportunity to compete academically whereas a variety of clubs and activities allow students to interact.
- Student Government at the secondary sites provides students with the opportunity to lead at the student level.
- Renaissance Club at both high schools celebrates academic achievement, whereas all of the elementary and middle schools have individual site academic awards programs.
- Comprehensive athletic programs for boys and girls provide high school students with an opportunity to compete with other schools, whereas elementary and middle schools have individual programs.
- Small Learning Communities are designed to ensure that students connect academically and socially. The students are placed in "houses" which have a common focus. Additionally, goals are established for the "house" by a team of teachers.
- TADA (Teens Against Drugs & Alcohol) is a group of students at Slover Mountain High School who give presentations to elementary students about the dangers of drugs and alcohol.
- Boys Town Behavioral Modification Model is used at Washington Opportunity Middle School and Washington High School.
- Various presentations are given on school sites by Administrative Services to include bullying prevention and identification, and parent drug and alcohol workshops, as well as sexual harassment training to all administrators within the district.
- Saturday Tutorial and Attendance Recovery (STAR) program for students who need additional help or for students to recover missed days of school.

<ul style="list-style-type: none"> • School Attendance Review Board (SARB) district level hearings to addresses the needs of students with continuous behavior problems through a panel of administrators, psychologists, and nurses available to offer services to the family. • Community liaisons are utilized by the various school sites to offer services to families in crisis. • County backpack program provides food to 75 families weekly. • Campus Supervisors and Security staff participate in various trainings throughout the year to include verbal judo, handling defiant special needs students, and active shooter training. In addition, a district SharePoint site has been developed to track graffiti on campuses as well as within the community. • Project Comeback is a joint effort between the school district, District Attorney's Office and Public Defenders Office to address the needs of the ten worst truant cases at Colton Middle School. 	
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Environments Conducive to Learning (Activities):

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

ACTIVITIES
<p>The Colton Joint Unified School District will support students physically, socially, emotionally, intellectually and psychologically in environments that are conducive to learning by the following activities:</p> <ul style="list-style-type: none"> • Schools review and revise Student Performance Plans, Safe School Plans, and Proactive Discipline Plans. • Police Activity League (PAL) offers secondary students a variety of programs and activities. • Peace Builders/Leaders, Peer Assistance, Synergy Days and Unity Forum promotes conflict resolution, tolerance, and peaceful campuses. • Diversity celebrations and lessons (PreK-12) promote tolerance and understanding • School Resource Officers (SROs) are a presence to help resolve conflicts and help maintain safety. • Conflict/Anger Management at the alternative middle and high school will help students control potentially violent behavior and also help them make the transition back to comprehensive schools. • Alternative programs (K-12) offer at-risk students a smaller more structured program where there are fewer distractions than comprehensive schools. • The Advancement via Individual Determination (AVID) Program in grades 7-12 provides a college preparation program that helps keep students focused on good behavior, and academic performance. • Student government in grades 7-12 teaches leadership skills and allows students to plan and sponsor a wide variety of student activities. • "Choices" at one middle school is an on-going county sponsored program that focuses on self-esteem, decision making, and success in school. • District and community counseling services are in place at elementary, middle, and high school levels. • Too Good for Drugs/Too Good for Violence curriculum (K-8) provides education on drugs, alcohol, tobacco, at-risk-behaviors, violence prevention and decision-making. • The District's discipline philosophy and code of conduct can be found in the Board Policy and Administrative Regulations book. In addition, the District includes updated discipline related education code information in parent/student packets at the start of each school year. Students receive a copy of their school's student handbook that contains District rules, policies, and procedures. (The District Philosophy/Code of Conduct is attached in the Appendix.) • ASES after-school grant program is provided at participating K-6 Title I schools.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Operation Clean Sweep, a coalition of law enforcement, educators and the juvenile court system, focuses on ensuring safe secondary schools. • Metal detectors on secondary campuses help provide safe learning environments. • Youth Alternative Sentencing Program (YASP) provides substance abuse education to referred students. • District Behavior Contracts and Due Process Hearings are used to deter student behaviors that may lead to expulsion. • Threat assessment protocol is a process used to assess the level of threats that are made toward students, adults, or property. • School Resource officers help create and maintain safe campuses. • Campus supervisors and Campus Security staff at the secondary and noon aides at the elementary level help maintain safe campuses. • AB1113 Safe School funds as well as Title IV funds have been used for security fences and gates, substance abuse and violence education, safety supplies, an elementary after school program and safe schools related in-services as well as to purchase items to support character education and bullying prevention. • A research-based alcohol, drug, tobacco and violence prevention curriculum, Too Good for Drugs and Too Good for Violence is utilized from kindergarten through middle school. • Results from the CHKS showed that students of all ages knew that drugs and alcohol were harmful. • Students are referred to drug and alcohol cessation classes through the Youth Justice Center (YJC). 	<ul style="list-style-type: none"> • Expansion of the School Resource Office (SRO) program is needed so that more schools receive consistent service. • Assessment of campus security and monitoring the need for necessary actions such as additional fencing, gates, office entrances and lighting needs to be continued. • Students must continually be reminded of the consequences of violating discipline related sections of the education code. • Results from the CHKS showed that students need to feel safer at school. • A district-wide policy and plan for bullying prevention (48900.4) needs to be addressed, developed, and fully implemented.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 4/2010 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 1%	5 th 4% 7 th 8%	5 th 3% 7 th 7%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 1%	7 th 9% 9 th 12% 11 th 17%	7 th 8% 9 th 11% 11 th 16%
The percentage of students that have used marijuana will decrease biennially by: 1%	5 th 2% 7 th 5%	5 th 1% 7 th 4%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 1%	7 th 20% 9 th 32% 11 th 39%	7 th 19% 9 th 31% 11 th 38%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 1%	7 th 11% 9 th 24% 11 th 25%	7 th 10% 9 th 23% 11 th 24%

<p>The percentage of students that feel very safe at school will increase biennially by: 1%</p>	<p>5th 52% 7th 24% 9th 12% 11th 11%</p>	<p>5th 53% 7th 24% 9th 13% 11th 12%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 1%</p>	<p>7th 15% 9th 11% 11th 7%</p>	<p>7th 14% 9th 10% 11th 6%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>39%</p>	<p>38%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 4/2010 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 1%</p>	<p>5th 54% 7th 26% 9th 23% 11th 32%</p>	<p>5th 55% 7th 27% 9th 24% 11th 33%</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: 1%</p>	<p>5th 61% 7th 47% 9th 39% 11th 43%</p>	<p>5th 62% 7th 48% 9th 40% 11th 44%</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 1%	5 th 15% 7 th 10% 9 th 9% 11 th 11%	5 th 16% 7 th 11% 9 th 10% 11 th 12%
The percentage of students that report high levels of school connectedness at their school will increase biennially by: 1%	5 th 57% 7 th 34% 9 th 29% 11 th 24%	5 th 58% 7 th 35% 9 th 30% 11 th 25%

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.

<p>The District implements the following programs to reduce the truancy rate:</p> <ul style="list-style-type: none"> Drug, Alcohol, Tobacco Education (DATE) Youth Alternative Sentence Program (YASP) Safe and Drug Free Schools Communities (SDFSC) Too Good For Drugs (TGFD) and Too Good For Violence (TGFV) Student Attendance Review Team (SART) Student Attendance Review Board (SARB) Police Activity League (Colton Middle and Colton High Schools) School Resource Officers (SRO) Operation Clean Sweep Student Assistance Program (SAP) Project Comeback

LEA Specified Performance Measures	Performance Indicator Goal	Baseline Data
Attendance- Truancy (Process to Collect Data)		
Reduce the Truancy Rate	25%	39%

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs/Too Good for Violence	ATODV	K-8	17,566	4/2004	2/05	3/05
Too Good for Drugs/Too Good for Violence	ATODV	9-12	6,813	7/2005	10/05	11/05

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs (ASES)	Violence Prevention	K-6
X	Conflict Mediation/Resolution	Violence Prevention	7-12
X	Early Intervention and Counseling	Violence Prevention	PK-12
X	Environmental Strategies	Violence Prevention	7-12
X	Family and Community Collaboration	ATODV	PK-12
X	Media Literacy and Advocacy	ATODV	K-12
	Mentoring		
X	Peer-Helping and Peer Leaders	ATODV	K-12
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	PK-12
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV	K-12
X	Tobacco-Use Cessation	Tobacco Prevention	K-12
	Youth Development Caring Schools Caring Classrooms		
X	Other Activities: Unity Day Synergy Days <i>Red Ribbon/Yellow Ribbon activities</i> K-12 student participation in San Bernardino County – book markers, poster contests, essay contests	ATODV	PK-12

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

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

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

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

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

The District's Safe and Drug Free Schools and Communities/Tobacco Use Prevention Education Advisory Council selected and implemented Too Good for Drugs and Too Good for Violence (TGFD/TGFV) district-wide during the 2004-2005 school year and has continued through the 2010-2011 school year. This K-12 curriculum is a scientifically-based drug prevention curriculum, which addresses alcohol, tobacco, marijuana, inhalant use and violence. It uses a social influences approach emphasizing critical thinking about media and peer influences, resistance skills, accurate information about consequences of drug use, benefits of not using drugs, and alternatives to drug use.

The CHKS (Spring 2010) was administered to 695 fifth grade students. We had a 36% participation rate. Of those students questioned 26% responded that they had used alcohol, 6% responded they had used inhalants, and 2% responded that they had used marijuana. 75% perceived the use of alcohol was bad for a person's health, while 73% perceived that marijuana use was bad, and 91% perceived that cigarettes were very bad for a person's health. 4% answered "yes" to ever smoking cigarettes, and 2% answered "yes" to ever using smokeless tobacco. 51% perceived feeling safe at school all the time, and 30% responded that they had been hit or pushed at school.

There were 1479 7th graders, 1200 9th graders, and 916 11th graders surveyed in the spring of 2010. This higher participation rate can be attributed to acquiring a passive parental consent. High risk behaviors increased from 7th to 11th grade, such as students who used alcohol at least once in their life from 13% of 7th graders surveyed to 51% of 11th graders surveyed. Inhalants were most widely used among 7th graders. Alcohol by far is the most widely used substance across all grades surveyed. Alcohol and tobacco use exceeded other drugs in 9th and 11th grades. Only 23% of the 7th grade and 12% of the 9th grade students reported feeling very safe at school. 11% of 9th grade students and 7% of 11th grade students reported having been harassed at school in the last year.

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.

The following activities will be completed to maintain program improvement via evaluation:

- The District will analyze results from the California Healthy Kids Survey (CHKS) required every other year.
- Local community based counseling services will be invited to participate in the analysis, including Nueva Vida, Central.
- Valley Regional Recovery Center, Arrowhead Medical Center, and Loma Linda University Medical Center
- Evaluation results are presented to the SDFSC/TUPE advisory council.
- The results will be available to site and district councils, parent groups, students, and staff; access information will be provided annually in the Education in Review.
- Specific strengths and needs will be reviewed at district level at principals meetings.

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.

The following methodology will be utilized to publicly report progress toward attaining performance measures for the program:

- California Healthy Kids Surveys will be conducted every other year as mandated.
- CHKS results will be presented at the SDFSC/TUPE Advisory Council meeting and at Principals’ Meetings to share with site staff and parents.
- Information will be reported out via brief presentations to elementary and secondary principals; the “Focus” newsletter will carry articles; Education in Review will be provided to students and parents.
- Trends in suspensions and expulsions will be reviewed annually by Administrative Services staff, and reported to the Board of Education and each site administrator

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])

CJUSD believes any student may be at risk at any time and the following services are provided for students with the greatest needs. This includes students who receive Title I services, live in single-parent households, are English Language Learners, have emotional or mental health problems, have received a discipline citation, and are performing below standards.

- Immediate identification and intervention services with counselors from District and community-based organizations are available.
- Community liaisons such as School Resource Officers (SRO's) are available for high-risk families with attendance problems.
- Access to after school activities that focus on academic tutoring, mentoring, and opportunities to participate in nonacademic, creative, athletic activities, and various community-based activities are available to students.
- Teen Aid Cards are distributed to secondary students by counselors support staff; cards list programs within the Department of Public Health and Human Services System, and the County of San Bernardino.
- Community Resource Guide is available at each school site as well as on line.
- Drug, Alcohol, Tobacco Education (DATE) counseling services are available at Alternative sites for students cited at the Due Process hearings.
- Saturday School programs are provided for students with discipline or attendance concerns.
- Drug or alcohol offenders are referred to Youth Alternative Sentencing Program at Loma Linda University Medical Center or the Youth Justice Center in San Bernardino.
- District school nurses and psychologists are available to assess and refer students for medical and social services.
- All efforts will be made so all students will have access to services.
- All students have access to site counselors and a student study team (SST) as needed. SDFSC/TUPE Advisory Council garners information from school sites to determine which students and schools are to be considered in greatest need. Site questionnaires assist in making this determination. In addition, the process for offering services to targeted grade levels at specific school is based on a needs assessment conducted annually by the District SDFSC advisory council. It involves reviewing the truancy (attendance) rate, biennial CHKS report, and suspension/expulsion rates
- A District immunization clinic has been established at the District's Enrollment Center.

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

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

The District SDFSC program will be coordinated with other prevention programs with the initial emphasis on meeting NCLB Performance Goal 4 for students, parents, community, and teachers. District wide implementation of effective prevention services includes staff development training on research-based curriculum and materials, community-based resources that represent ATODV prevention programs, alignment of science with specific health issues and curriculum, and articulation with District and site advisory councils to conduct needs assessments for future planning and implementation of programs which does not duplicate services. SDFSC-coordinated programs include peer mediators and counselors at schools, representatives from Colton Parks and Recreation department, San Bernardino Public Health Department, law enforcement officers (school resource officers, juvenile probation staff), and other community-based prevention organizations. The community groups are invited to the advisory council on a quarterly basis to assimilate the 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.

Parents and guardians are invited to be involved at multiple levels, such as planning and developing programs, providing valuable volunteer services in the classroom, participation in School Site Council (SSC), and attending various District meetings. Parents/guardians are recruited from a diverse ethnic mix and various socioeconomic groups to represent the above committees. Placing an SDFSC/TUPE education update in the *Focus* (newsletter) provides early communication with families. Many parents are also members of the School Site Council and review the site safety plan annually. Parental Choice and Safe School notification procedures are in place, and the parents receive this information in a timely manner.

Parent involvement activities include the coordination of other NCLB programs and involve the SDFSC/TUPE advisory council, which meets quarterly and includes community, parents, and District teachers/staff. Other district wide parent meetings include planning and implementing strategies for parent/community volunteers in the school through: DAC, SSC, PTA, ELAC, DELAC, annual Title I meetings, Back-to-School Nights, health focus meetings, and bi-annual notification as part of CHKS.

NCLB parent notification procedures include public availability of CHKS results and evaluation, annual parental school choice/SES meetings under Program Improvement, school and District accountability report cards, parental requests of professional qualification of teacher/instructional paraprofessionals at their children’s school site, STAR test results disaggregated by subgroups, and comparison of STAR test results by school, District and state.

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.

NA

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

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

Position/Title	Full time equivalent
NA	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>Provide research-based prevention and intervention programs to keep students in school and assist them to graduate high school.</p> <ul style="list-style-type: none"> • Deliver a standards-based curriculum to all students • Provide academic support and increase learning opportunities (extended time reading and math intervention classes) • Provide CAHSEE support classes during regular day for 11th and 12th students who did not pass CAHSEEE • Provide CAHSEE prep classes after-school and on Saturdays • Provide rigorous and relevant instruction to increase student engagement (including Career Pathways and CTE classes) • Provide teachers training and coaching support to implement EDI strategies • Provide SB472 and ELPD training to high school ELA teachers • Provide full AVID 	9 th -12 th students	8/11-6/12 8/12-6/13 8/13-6/14 High School Principals Teachers Counselors District CPS/TOAs Director of Sec. Ed. Services, Director of Assess/Eval Asst. Supt. Ed.Services Supt.	Pulse Data Benchmark Data Grade Reports (D & F Reports) OARS-CAHSEE Diagnostic Data <i>Language!</i> Assessments CELDT Scores Number of Graduates Number of CAHSEE Pass Scores ELA/Math Number of Students in Career Pathways and CTE courses AVID Enrollments Number of Students in NROTC	EIA/SCE EIA/LEP General Fund

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>program at both high schools</p> <ul style="list-style-type: none"> • Provide NROTC programs at both high schools • Provide teachers multicultural sensitivity training • Provide counseling services to create a plan for graduation • Provide Student Assistance Program (SAP) Training • Provide monthly collaboration between general and special education staff • Communicate regularly to parents regarding graduation course requirements and information on the annual High School Exit Exam • Provide AVID program at grades 7-8 at all middle schools for greater awareness of requirements for high school graduation and college entrance 	<p>7th -8th Students</p>	<p>8/11-6/12 8/12-6/13 8/13-6/14 Middle School Principals Teachers Counselors District CPS/TOAs Director of Sec. Ed. Services, Director of Assess/Eval Asst. Supt. Ed.Services Supt.</p>	<p>Number of Parent Communications for Graduation</p> <p>AVID Enrollments</p>	<p>General Fund</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.3 (Advanced Placement)</p>	<p>(In 2011 CJUSD received the College Board “AP Equity and Excellence District of the Year” award for 14% increase in student participation, 13% increase in students scoring a “3” or higher, and 15% increase in traditionally underserved minority students scoring a “3” or higher over the last two years.)</p> <ul style="list-style-type: none"> • Increase student access to Advanced Placement (AP) through AVID support • Provide Pre-AP pacing guides for Honors courses (7-10) • Provide increased parent/student awareness of the benefits of AP classes • Provide financial support through fee waivers for students needing assistance for AP test fees • Provide Saturday School support for AP support • Provide ongoing training for increased rigor for AP teachers • Increase the number of 10th grade students taking the PSAT and fee waivers • Establish a model using district and state assessment and demographic data to better identify gifted, talented, and advanced placement candidates. • Maintain close links with feeder middle 	<p>10th-12th students</p> <p>7th-10th Students</p> <p>7th-12th Students</p> <p>10th-12th Students</p> <p>10th-12th students</p> <p>10th students</p> <p>7th-10th students</p> <p>7th-8th students</p>	<p>8/10-6/11 8/12-6/13 8/13-6/14 High School Principals Teachers Counselors District CPS/TOAs Director of Sec. Ed. Services, Director of Assess/Eval Asst. Supt. Ed. Services Supt. AP Coordinators</p>	<p>Increase in numbers of students in AP classes</p> <p>Increase in scores of “3” or higher</p> <p>Increase in traditionally underserved minority students scoring a “3” or higher</p> <p>Pacing Guides</p> <p>Articulation activities AP information brochures Amount of financial support for AP test fees</p> <p>Number of students taking PSAT</p> <p>Lists of potential AP candidates</p>	<p>General Fund</p> <p>AP Fees Scholarship</p> <p>PSAT Waivers</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 (Advanced Placement)	schools to identify potential advanced placement candidates (GATE, AVID, RFEPs) <ul style="list-style-type: none"> • Provide systemic parent and teacher outreach and information regarding benefits of AP classes • Provide ongoing training to teachers and counselors of advanced placement courses to provide rigor and relevancy • Identify additional teachers to increase the number of course offerings 	7 th -12 th students 10 th -12 th Students 10 th -12 th students		AP Institute Training Number of new AP teachers	

Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if 	<p>The Educational Services Department held Principals' Meetings to provide training on how to:</p> <ul style="list-style-type: none"> • Administer the APS Survey • Develop the SPSA • Work with ELAC and SSC to write a revised SPSA <p>Principals were provided an overview of Explicit Direct Instruction focusing on the areas of Checking for Understanding and Objectives. A three-year plan for district-wide training in EDI and the building of internal coaching/support for teachers is being presented to the School Board.</p> <p>All elementary and middle school teachers are highly qualified. District staff consults with individual special education teachers who are not highly qualified to ensure that they complete the requirements.</p> <p>Teachers and administrators are completing the 5-day ELPD Institute, training in DIBELS, and EDI.</p> <p>Elementary schools that have on-campus preschool programs</p>

<p>appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>meet to transition students to kindergarten.</p> <p>Schools implement and refine their RtI² process to meet the needs of all students. All Leadership Teams have been received staff development on the RtI² process.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Bloomington Middle and Slover Mountain High are the two TAS schools.</p> <p>Principals have received the same training as the Schoolwide principals.</p> <p>SPSAs ensure that extended learning time is included as a strategy for underperforming students.</p> <p>Students are not pulled out of classes during regular school hours.</p> <p>All teachers at both schools are 100% Highly Qualified.</p> <p>Staff is included in all district wide staff development.</p> <p>District personnel have worked with school staff to increase parental involvement specifically at SSC and ELAC meetings.</p>

Additional Mandatory Title I Descriptions

(continued)

<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>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>The district identified the students who scored below proficient on the CSTs and who were English Language Learners.</p> <p>Benchmark assessments were also used to assess students.</p> <p>The school leadership makes decisions on which students are provided additional Title I services.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless children remain at their school of origin. Two staff members serve as district liaisons for homeless students. Secondary homeless students are supported with afterschool tutoring services.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>6 students reside in a group home. The district Coordinator of Special Projects visits the group home to talk with the director about the students' needs. Students are provided afterschool tutoring.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The district staff has held numerous meetings to assist PI schools in writing the SPSA and analyzing the APS Survey.</p> <p>Each site principal has had an individual meeting with Educational Services Staff to go through his/her revised SPSA. Corrections and comments were suggested. Site budgets were discussed with staff for alignment to the SPSA.</p> <p>District staff reviews site's categorical budgets on a monthly basis.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>Parents are notified of school and district PI status through letters sent home in both English and Spanish at the beginning of each school year. Letters are sent to all parents of students in the district. Each year when the window for student transfers opens, parents of students at PI schools are sent home district letters advising them of the Choice Option.</p> <p>A second letter is sent to parents of students who are at PI schools advising them of the opportunity to apply for free tutoring depending on free or reduced lunch status and CST scores.</p>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Parents are invited to complete and return applications for Choice during the same schedule as all other transfers. All students are placed a school of Choice.</p> <p>Once CST scores are released, all students attending PI schools are invited to enroll in free tutoring. Students may enroll at any time throughout the year.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>All teachers at elementary and middle schools are highly qualified.</p> <p>At the high schools, those few teachers who have not completed the requirements to be considered highly qualified have been transferred to elementary schools or are enrolled in the VPSS program. Title II resources are budgeted to pay for the classes and/or reimburse teachers.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>All schools are required to annually revise the Parent Involvement Policy; the district requires each school to have either a PTA or Parent Booster Club; sites elect representatives to ELAC, SSC, DELAC and DAC.</p> <p>Schools hold Open Houses, parent teacher conferences, and various parent academic nights.</p> <p>The district monitors the use of funds at Title I schools to make sure 1% is spent on parent involvement activities.</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<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>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The district has Head Start and State Preschool programs at various elementary schools. Kindergarten and preschool teachers meet to discuss students and how best to transition the students from preschool into kindergarten.</p> <p>Neglected, homeless, immigrant, limited-English proficient, and children with disabilities needing additional assistance are filtered through the RtI² process established at every school. Pull-out programs are limited as students are invited to participate in after school and intersession support classes.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

Other

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

SIGNATURE PAGE

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

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

Jerry Almendarez

Print Name of Superintendent

Signature of Superintendent

Date

Patt Haro

Print Name of Board President

Signature of Board President

Date

Linda R. Gonzales, Ph.D.

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

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

Date

Bertha Arreguin

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

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

Date

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

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

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