

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

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

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Planada Elementary School District

County/District Code: 24-65821

Dates of Plan Duration (should be five-year plan): 7/2008 – 7/2013

Date of Local Governing Board Approval: 9/11/2008

District Superintendent: Steve Gomes

Address: 161 South Plainsburg Rd.

City: Planada

Zip code: 95365

Phone: (209) 382-0756

Fax: (209) 382-1750

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

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

Printed or typed name of Superintendent

Date

Signature of Superintendent

Printed or typed name of Board President

Date

Signature of Board President



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# **Part I: Background and Overview**

## Federal and State Programs Checklist

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

## District Budget for Federal Programs

Programs	Prior Year District Carryovers 07-08	Current Year District Entitlements 08-09 EST	Current Year Direct Services to Students at School Sites (\$) 07-09	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	177,139	555,603	539,660	97%
Title I, Part B, Even Start	N/A			
Title I, Part C, Migrant Education	N/A			
Title I, Part D, Neglected/Delinquent	N/A			
Title II Part A, Subpart 2, Improving Teacher Quality	0	108,422	105,310	97%
Title II, Part D, Enhancing Education Through Technology	0	6,260	4,908	78%
Title III, Limited English Proficient	36,793	53,960	52,411	97%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	N/A			
Title V, Part A, Innovative Programs – Parental Choice	N/A			
Adult Education	N/A			
Career Technical Education	N/A			
McKinney-Vento Homeless Education	N/A			
IDEA, Special Education	0	153,036	148,644	97%
21 <sup>st</sup> Century Community Learning Centers	N/a			
<b>TOTAL</b>	<b>213,932</b>	<b>877,281</b>	<b>850,933</b>	

## 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	74,882	330,155		
EIA – Limited English Proficient				
State Migrant Education	N/A			
School and Library Improvement Block Grant	0	98,497		
Child Development Programs	N/A			
Educational Equity	N/A			
Gifted and Talented Education	N/A			
Tobacco Use Prevention Education – (Prop. 99)	N/A			
High Priority Schools Grant Program (HPSG)	0	110,000		
School Safety and Violence Prevention Act (AB 1113)	7,475	10,000		
Supplemental School Counseling	14,040	14,000	14,000	100%
Healthy Start	N/A			
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A			
Teacher Recruitment	20,062	0	N/A	N/A
English Language Acquisition	18,368	34,822	33,823	97%
Professional Development Block Grant	0	50,174	48,734	97%
Professional Development Math & Read	28,994	0	324,800	0
QEIA			315,478	97%
<b>TOTAL</b>	<b>88,399</b>	<b>317,493</b>	<b>736,835</b>	<b>97%</b>

## **Part II: The Plan**

### **District Profile**

#### Vision Statement

The Planada School District community will work together to create and maintain a standards-based, data driven program to educate and develop independent, motivated and responsible learners who take pride in their cultural heritage and academic achievement and who master grade level standards and attain school expectations.

#### District Demographics

Planada School District is an elementary district in Merced County serving kindergarten through eighth grade pupils. The current enrollment is 855 pupils. The District is comprised of an elementary school (kindergarten through fifth grade) and one middle school (sixth through eighth grade): Planada Elementary and Cesar E. Chavez Middle School. The pupil population is culturally and socio-economically diverse. 70 percent of the pupils participate in the English Learner Program. 85 percent receive free or reduced price lunches. Both sites in the Planada School District operate Title I Schoolwide Programs. The students come primarily from an agricultural community. Of the 298 students 97.7% are Hispanic, 100% are Socio Economically Disadvantaged, and 79.6% are English Learners.

#### District Site Leadership Team

The District Site Leadership Team is a committee comprised of: 1) All site administrators; 2) certificated representatives from each site (Craig Andersen, Sonia Alvarez, Holly Schull, Paulie Gonzales, Robert Leffard, and Dan Lema); 4) School Site Council parent representatives; 5) One governing board representative (Ignacio Yanez); 6) The Superintendent. The DSLT is responsible for providing input on the design and content of the plan and for monitoring plan implementation.

## Needs Assessments

### Academic Performance and Demographic Data

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

Ethnicity	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 602	30	16	17	15	15	15
Hispanic, 97%	29	16	19	15	15	15
SED, 100%	30	16	18	15	15	15
English Learners, 78%	26	19	14	15	15	15

Table 1 shows the district-wide API growth along with each of the API sub groups and their API growth over the last three years. All API sub groups have been achieving their API growth targets.

Table 2 shows the CST English Language Arts (ELA) performance by ethnic subgroup. While

**Table 3: CST % Proficient, Language Arts, by Ethnicity**

Ethnicity	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 602	21.7	25.9	28.3	46.0	56.8	67.6
Hispanic, 97%	21.2	25.7	28.3	46.0	56.8	67.6
SED, 100%	21.5	25.7	28.1	46.0	56.8	67.6
English Learners, 78%	15.4	20.1	23.3	46.0	56.8	67.6
Students W/ Disabilities, 15%	7.6	11.1	11.3	46.0	56.8	67.6

no ethnic subgroups made their AYP targets in 2007-2008 it should be noted that district-wide the percent proficient in ELA has increased from 21.7% in 2006 to 28.3% in 2008. That is a 30% increase in the number of students scoring at proficient. The English Learner

(EL) population went from 15.4% proficient in 2006 to 23.3% in 2008 a 50% increase in the number of students scoring at proficient. This is a positive sign that the percentage of English learners that are at proficient in ELA is growing at a faster rate than the district-wide population.

Table 3 shows CST mathematics performance by ethnic subgroup. While no ethnic subgroups made their AYP targets in 2007-2008

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

Ethnicity	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
District-wide, 602	29.7	30.7	32.5	47.5	58.0	68.5
Hispanic, 97%	29.7	30.2	32.1	47.5	58.0	68.5
SED, 100%	29.5	30.6	32.4	47.5	58.0	68.5
English Learners, 78%	27.4	29.4	30.3	47.5	58.0	68.5
Students W/ Disabilities, 15%	7.6	12.5	12.9	47.5	58.0	68.5

it should be noted that school-wide the percent proficient in ELA has increased from 29.7% in 2006 to 32.5% in 2008. This is only a 9% increase in the number of students scoring at proficient. The EL population went from 27.4% proficient in 2006 to

30.3% in 2008 a 10.5% increase. This growth for the ELs in math is outpacing the school-wide growth by just 1.5 percentage points. One item to note, the 2008 Math CST results were lower because the departure of a veteran math teacher and her replacement by a first year math teacher at the middle school. If this teachers scores are not counted then district-wide math scores would have risen to 37% of students at proficient. Because of this Math professional development and coaching will be a priority for this teacher.

**Table 4: CST % Proficient, Language Arts, by Grade Level**

Grade Level	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
2 <sup>th</sup>	18	31	30	46.0	56.8	67.6
3 <sup>rd</sup>	13	14	16	46.0	56.8	67.6
4 <sup>th</sup>	18	24	34	46.0	56.8	67.6
5 <sup>th</sup>	29	22	22	46.0	56.8	67.6
6 <sup>th</sup>	18	27	24	46.0	56.8	67.6
7 <sup>th</sup>	31	30	38	46.0	56.8	67.6
8 <sup>th</sup>	17	28	28	46.0	56.8	67.6

Table 4 shows the students' language arts CST performance by grade level. This data indicates that historically there are drops in performance from 2<sup>nd</sup> to 3<sup>rd</sup> grade, and once again from 4<sup>th</sup> to 5<sup>th</sup> grade. There has also been a drop in performance from 7<sup>th</sup> to 8<sup>th</sup> grade for two out of three years.

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

Grade Level	Past Data			Targets		
	05-06	06-07	07-08	08-09	09-10	10-11
2 <sup>nd</sup>	33	40	52	47.5	58.0	68.5
3 <sup>rd</sup>	39	31	49	47.5	58.0	68.5
4 <sup>th</sup>	34	24	47	47.5	58.0	68.5
5 <sup>th</sup>	46	33	27	47.5	58.0	68.5
6 <sup>th</sup>	14	35	15	47.5	58.0	68.5
7 <sup>th</sup>	31	36	47	47.5	58.0	68.5
8 <sup>th</sup> , Algebra	29	14	4	47.5	58.0	68.5

Table 5 shows student CST mathematics performance by grade level. In mathematics the drop offs occur in the upper grade from 5<sup>th</sup> to 6<sup>th</sup> and from 7<sup>th</sup> to 8<sup>th</sup>. THE drop off from 7<sup>th</sup> to 8<sup>th</sup> can certainly be attributed to students not being prepared for Algebra. .

**Table 6: California English Language Development (CELDT) Data, % of students at each proficiency level, 2007-2008**

Overall Proficiency	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Advanced	0	0	0	0	8	2	4	3	3
Early Advanced	0	7	4	9	14	29	26	27	25
Intermediate	0	27	26	47	41	52	43	35	45
Early Intermediate	0	43	54	29	27	13	16	19	25
Beginning	100	23	15	16	10	5	11	16	2
Total # Tested	5	74	68	58	59	63	74	37	60

The data associated with Table 6 will be helpful in helping in improving academic achievement. This data shows the breakdown of 2007-2008 CELDT scores by grade level. Our ELSSA data showed that the further a student advances in English proficiency within the district the

more likely it is that the student will be proficient on the CST language arts and math test. The school will make a major effort to increase the rate at which students grow their English proficiency.

Charts 1 through 5 all show three year average cohort matched growth on the CSTs and the CELDT by grade level. For example Chart 1 shows that district students who took the 4<sup>th</sup> grade language arts CST in 2008 improved scaled score by an average of 44 points compared to their 2007 scaled score. This data was compiled using only students who had been in the district for both the 2007 and the 2008 CST. A student must improve by approximately 50 points to advance 1 proficiency level on the CST. What this data shows is that students who have been in the district for more than one year are not improving their proficiency level on a year over year basis. A realistic goal would be for each grade level to have each grade level improve student scaled scores on the CST language arts test by a minimum of 20 points. As shown in Chart 1 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades need to improve students' performance on this measure.

**Chart 1: Cohort Matched Language Arts growth over three years**

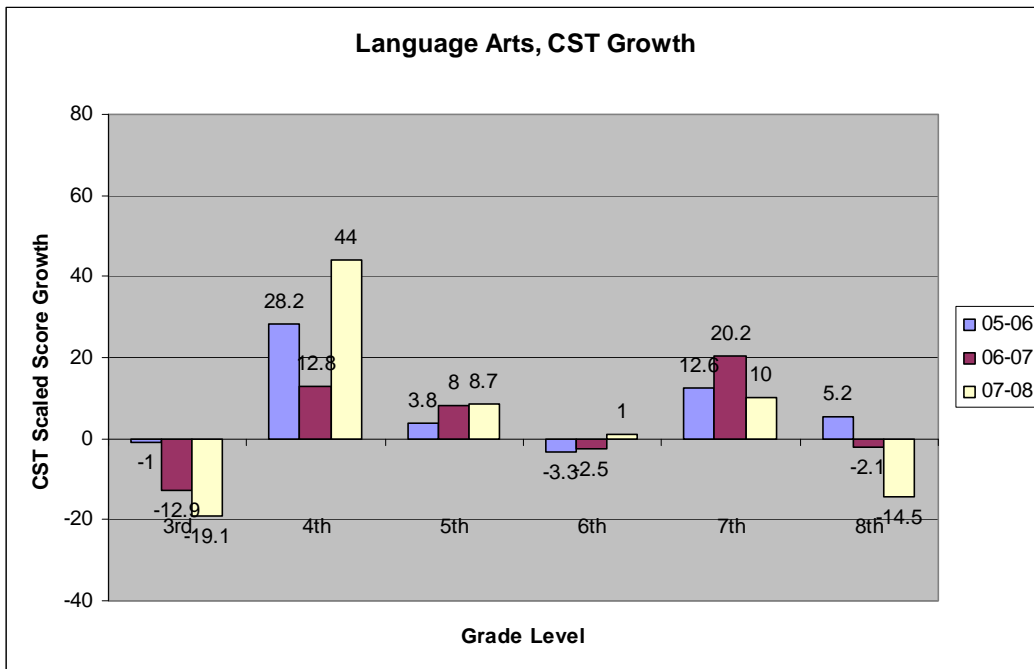


Chart 2 shows the average growth of district students who took the CST mathematics test during the last four years. The only grades with consistently improved CST results over a three year period were 5<sup>th</sup> and 7<sup>th</sup>. A concern in CST math performance is 6<sup>th</sup> and 8<sup>th</sup> grades.

**Chart 2: Cohort Matched Math growth over three years**

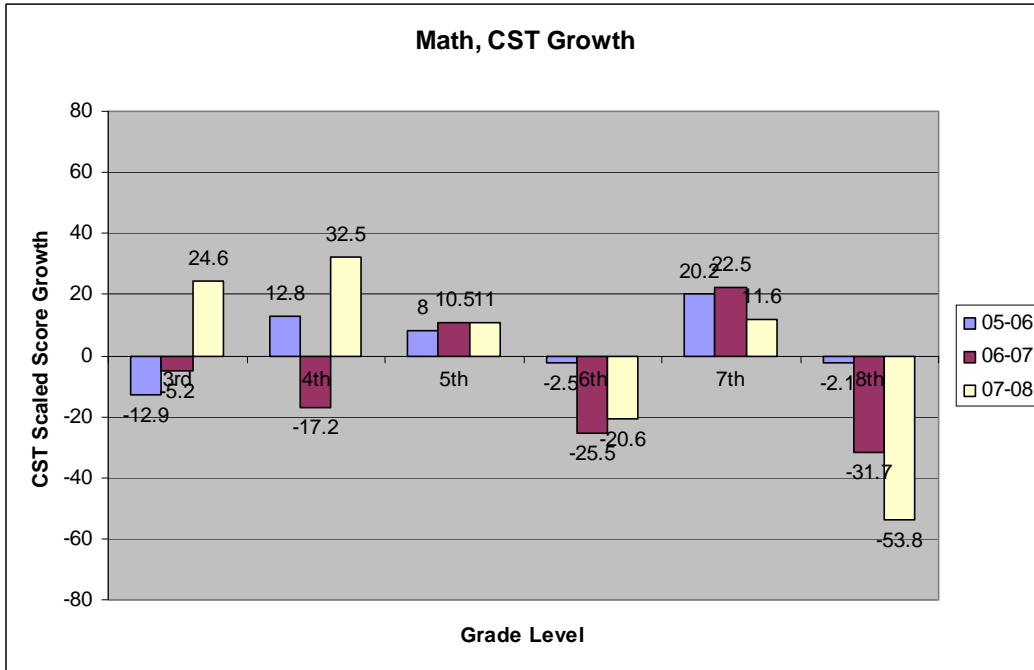


Chart 3 shows the same data as Chart 1 but for EL students only. This demonstrates that ELs are improving at a slightly higher rate than English Only students.

**Chart 3: Cohort matched Language Arts growth over three years for English Learners**

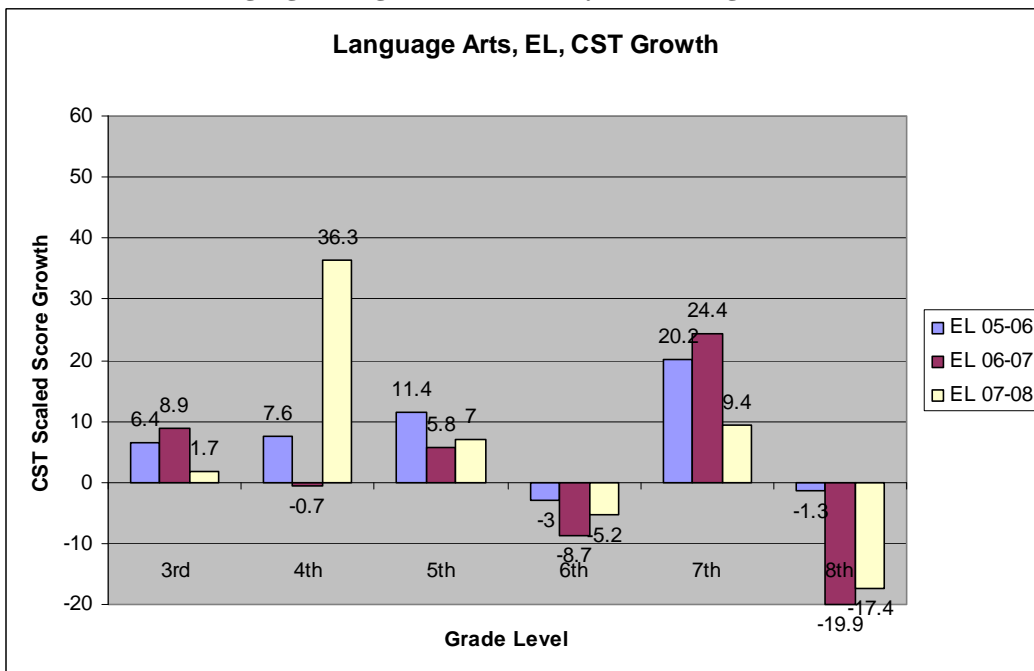
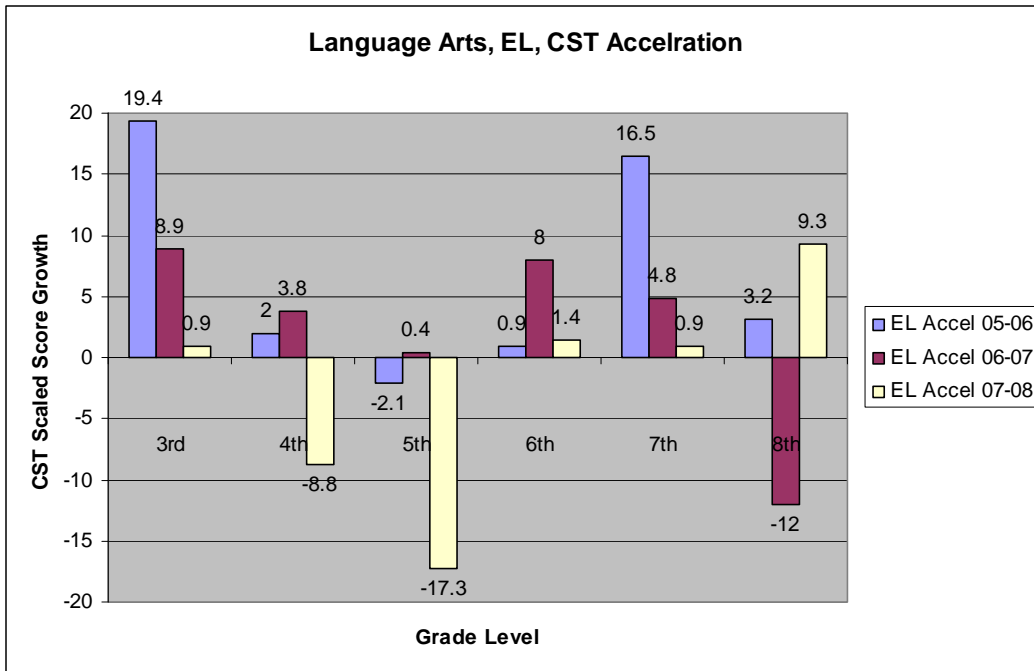
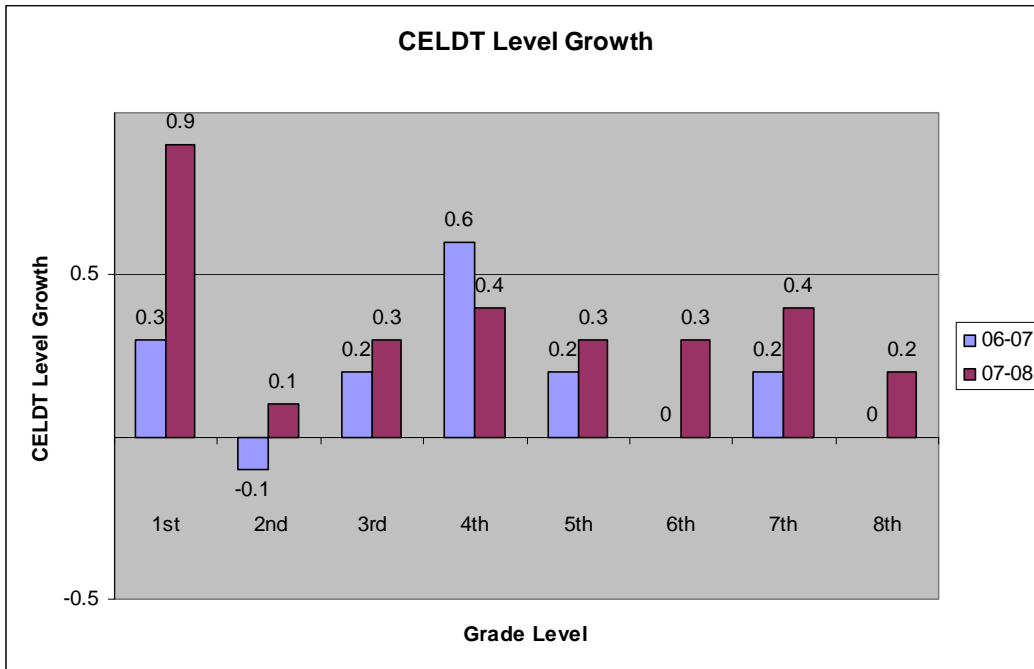


Chart 4 shows the acceleration of EL students over English Only (EO) students. For example the 3<sup>rd</sup> grade ELs who took the CST in 2008 grew their language arts CST scaled score by 1.5 points more than did EOs. Because of interventions and additional support for ELs they should be improving at a faster rate than the EO students; however as the data shows ELs are growing anywhere from 15.1 points behind their peers (7<sup>th</sup> grade 2008) to 10.6 points ahead of their peers (3<sup>rd</sup> grade 2007).

**Chart 4: Cohort matched Language Arts acceleration over three years for English Learners**



**Chart 5: Cohort matched CELDT growth over three years for English Learners**



## Teacher Quality Professional Development and Hiring

In general, there is limited certificated staff turnover. The district has 44 certificated staff members, 13 at the middle school and 31 at the elementary school. The district has counseled out or non-renewed or had retire two teachers in each of the last three years. In addition to these the district had lost three teachers who voluntarily left the district as the result of normal attrition. Out of these nine departures the district has been able to fill the vacancy with a highly qualified highly skilled classroom teacher in all but one instance.

The district has shown a strong commitment to supporting new teachers through instructional coaches and professional development. The district has also demonstrated its commitment the last three years to determine whether teachers have the skills necessary to raise student achievement.

District records and results of a county audit reflect that all teachers have fulfilled HQT conditions and are appropriately assigned according to credential authorizations. Because of the middle schools' small size some highly qualified teachers must teach a section or two outside of there credential area. The district has provided reasonable support for these teachers to become subject experts in these areas.

### SB 472 and AB 430 Completion Rates\*

The elementary school uses HM for the reading program and adopted Harcourt Math for the 2008-2009 schools year. Of the 44 teachers in the district 31 have completed the five days training in SB 472 ELA. No teachers in the district have completed the SB 472 practicum in Language Arts. Because of the new math adoption no teachers in the district have completed the SB 472 for the math adoption. The district's professional development focus this year will be on SB 472 for all teachers in the new math adoption.

The elementary and middle school principals have both completed the AB 430 training and practicum in language arts and mathematics.

SB 472 Completion Rates

	HM Reading	Harcourt Math	ML ELA	Holt Math	Reach
# of Teachers	30	30	4	3	3
# completed SB 472 / AB 466	0	0	0	0	0
% completed SB 472 / AB 466	0%	0%	0%	0%	0%

### Other Concerns

In addition to the concerns listed above it was stated by numerous parties within the district that not all teachers truly believe that Planada students can succeed at the same rate that other

students do. This is a barrier that will have to be overcome if significant gains are going to be made.

### **School Safety**

The last administration of the California Healthy Kids Survey (CHKS) was spring of 2008. Which mean that the district needs to administer the survey next in spring 2010. The first priority for school safety has to be administering the CHKS every two years. The percentage of students that have been afraid of being beaten up during the past twelve months, 37%, is too high at the middle school.

## Descriptions – District Planning

### **Local Measures of Student Performance**

At the elementary school, an in-depth analysis of assessment results in language arts and mathematics occurs in the fall. The site administrator meets individually or by department with classroom teachers to analyze the placement of pupils in the instructional program based on STAR, CELDT and other assessment results. Other assessments include: (1) portfolio collection of pupil work; (2) Student Study Team review of pupils who are not making expected progress; (3) on-going learning records; (4) skills-based diagnostic testing results; (5) publishers' assessment instruments; (6) writing samples; (7) parent consultation; and (8) teacher and administrator judgment.

At the middle school the site administrator works with the language arts department to place students into the core or intervention classes based on CST data. Once they are placed intervention teachers administer an assessment to place students at level within the intervention program. Math placement is as homogeneous as it can be considering limitations because of school size and pupil placement into language arts intervention classes.

The district also utilizes benchmark assessments in all language arts and math classes. These benchmark assessments are aligned to CA state standards. These are administered at a minimum of five times per year. Once the benchmark assessments are administered teachers print out results and discuss these during grade level or department collaboration time. The principals are a part of leading these discussions. These assessments are primarily used to diagnose how well students are mastering state standards and to provide teachers with information to guide any re-teaching efforts. These assessments may also be used to identify those students who are at risk of needing a significant intervention. They are not currently used to inform parents of student progress.

The District Superintendent meets with site administrators semi-annually to analyze pupil placement and pupil achievement in the instructional program. School staffs use the information to refine site curricular goals and instructional strategies.

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

**Planned Improvement in Student Performance in Reading**

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

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
1. Alignment of instruction with content standards:				
a. Conduct quarterly Academic Conferences between administration and teachers to discuss individual student data from benchmark assessments and other assessment tools.	ongoing - site administrators, teachers	coaching and travel costs for site administrators and teachers to observe and be trained in this process	\$3,000	Title 1
b. Continue to utilize the computerized embedded assessment system, including ongoing diagnostic assessments and curriculum embedded assessments every 6-8 weeks to monitor student achievement.	Ongoing – site administrators, grade level and department leads, Education Consultants	Costs for Edusoft system, consultant costs for benchmark upkeep.	\$15,000	HPSGP
c. Add frequent assessments (minimum every 6-8 weeks) for the reading intervention programs both PES and CECMS to the Edusoft system.	site administrators, Education Consultants – 10/31/2008	Costs for Edusoft system, consultant costs for benchmark development.	\$15,000	HPSGP
d. Add frequent assessments (minimum every 6-8 weeks) for the ELD program at both PES and CECMS to the Edusoft system.	site administrators, Education Consultants – 10/31/2008	Costs for Edusoft system, consultant costs for benchmark development.	\$15,000	Title III
e. 5th, 6th, and 7th grade students will be diagnosed for placement into next year's Reach class.	Annually - site administrators, intervention teachers	None	\$5,000	HPSGP

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
f. Implement strategic and intensive intervention programs for appropriate students in language arts. The programs Reading Mastery, Reading Success, and Reach have been adopted by the Board for strategic interventions.	ongoing - site administrators, teachers, classified staff	salary and benefits, training costs, instructional and non-instructional materials, supplies	\$100,000	Title I
g. Implement an ELD intervention program for all appropriate students within the district.	Ongoing – site administrators, grade level and department leads	salary and benefits, training costs, instructional and non-instructional materials, supplies	\$100,000	English Language Acquisition
h. Site Administrators receive training on district and state standards and how to coach, supervise, and evaluate teachers according to the Standards for the Teaching Profession.	ongoing - site administrators	training costs	\$1,500	Title I
i. The negotiated teacher evaluation procedure focuses on mastery of the Standards for the Teaching Profession.	ongoing - site administrators and teachers	site administrators salary and benefits	No cost	
j. Language arts, social science, mathematics, and science textbooks are aligned with District and State Standards.	ongoing - district curriculum committees (administrators, teachers, and parents)	Administrators and teachers (salary and benefits), initial cost for adoption and on-going costs	No cost	
<b>2. Use of standards-aligned instructional materials and strategies:</b>				
a. Adopt the most recent SBE approved ELA core curriculum.	Board, Project Coordinator / Before 9/2010	textbooks (consumable, and replacements) and new adoptions	\$100,000	IMFRP
b. Review and pilot materials from the SBE approved list of core ELA programs	Project Coordinator / 1/2009 - 9/2010		No cost	
c. Purchase the newly adopted core ELA materials	Project Coordinator / 1/2009 - 9/2010	Textbooks, consumables, all ancillary materials		See 2.1

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
d. Distribute all newly adopted, and acquired ELA materials to teachers before the first day of the 2010 - 2011 school year.	Project Coordinator / 1/2009 - 9/2010	Project Coordinator time	No cost	
e. All grade levels will adhere to state required instructional time	Site Administrators	Time related to monitoring and monitoring software tools	\$5,000	Title I
f. Standards will be evident in every classroom and will be communicated clearly to students at the beginning of lessons.	Site Administrators, Education Consultants	Standards Charts	\$5,000	Title I
3. Extended learning time:				
a. Implement an after school intervention for all student that are not proficient in language arts or math. Students will receive 4.5 hours per week of supplemental instruction in language arts or math.	Site administrator, teachers, Project Coordinator, School Site Councils / Ongoing	Salaries and benefits, instructional and non-instructional materials, supplies	\$100,000	EIA
b. Continue to offer a remedial and intervention summer school program.	Site Administrator, summer school principal, and summer school staff / ongoing	salary and benefits for summer school personnel, utilities and custodial costs, instructional materials, non-instructional materials, supplies	\$55,000	EIA
c. Offer an after school and Saturday school intervention program at the middle school which focuses on language arts and mathematics.	ongoing - site administrator, teachers, classified staff	salaries and benefits for teachers and classified staff, non-instructional and instructional materials, supplies	\$15,000	EIA
d. Continue to collaborate with the regional migrant office to provide a migrant after school program	ongoing - Site administrator, Regional Migrant Administrator	None	No cost	
4. Increased access to technology:				

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
a. Grades K-5. Students will be introduced to skills development programs. to develop reading skills.	Site administrators and Technology Coordinator - 2008-09 school year.	hardware, software, peripherals, infra structure, books, materials, supplies	\$6,260	Title II, Part D
b. Grades 6-8. Students will become independent users of programs and be able to teach others.	Site administrators and Technology Coordinator - 2008-09 school year.	hardware, software, peripherals, infra structure, books, materials, supplies	\$10,000	Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a. Continue to provide designated collaboration time for teachers to review student assessments and conduct instructional planning within departments or by grade level. This time will be protected from other uses such as staff meetings. This time can be used for grade level specific professional development in language arts and math.	a) ongoing – site administrators, grade level and subject area leads, and content coaches	None	No cost	
b. Collaborative coaching will be provided to ensure that this time is used effectively. This coaching will come from administrators, grade level chairs, and content coaches.	Ste administrators, Content coaches / Ongoing	Site administrator and content coach time	\$10,000	HPSGP
c. Ensure that all teachers complete the mandated SB 472 professional development program in language arts. This refers to all teachers at PES and CECMS who teach language arts.	All teachers of ELA and Math	Training Fees and teacher stipends for 41 teachers @ \$1,750/teacher	\$71,750	Title I
d. Ensure that all teachers who have completed the level one SB 472 will complete the SB 472 ELPD. Completion will include both the initial training and the 40 hours practicum.	All teachers of ELA and Math	Training Fees and teacher stipends for 41 teachers @ \$1,750/teacher	\$71,750	Title I

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
e. Provide content coaching from Education Consultants in ELA. Principals will designate those teachers to receive coaching	Consulting Teachers, Consultants, and site administrators	Consultant fees	\$50,000	HPSGP
f. Assign all beginning teachers a BTSA coach. Assign all veteran teachers in need of coaching a PAR coach.	Consulting Teachers, Consultants, beginning teachers, PAR Panel, and site administrators	\$4,300 per Consulting Teacher, \$2,000 per PAR Panel Teacher Member	\$12,600	BTSA
g. Provide initial training to all teachers and site administrators on new textbooks when adopted and distributed. These will be completed on buy-back days	All teachers who use a new adoption	Training fees	\$4,000	Title II
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a. Maintain functioning School Site Councils (SSC) at both schools. Members will include the principal, teachers, parents, students (CECMS) and "other".	Site administrator, SSC members / Ongoing	Materials, supplies, copy costs, disaggregation of data, substitute costs	\$4,000	Title I
b. Report on student achievement data to both SSC twice each year.	Site administrators	N/A	No cost	
c. Send individual student STAR reports home to each parent. Include information on how to interpret the results in both English and Spanish.	Site Administrators, district secretarial staff / Annually	extra secretarial time, envelopes, stamps	\$2,000	Title I
d. Hold Back to School Night during which teachers review the District/state standards and grade level expectations.	annually each fall – site administrators, teachers, parents	copy costs, refreshments, planning time, etc	\$2,000	Title I

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
e. Hold two formal teacher/parent conferences during the school year at both schools. During the first parent conference each family receives brochures outlining the grade level standards for each subject.	annually each fall and each spring – site administrators, teachers, parents, translators, students	copy costs, extra time for English Learner instructional aides to provide translation services	\$2,000	EIA
f. Continue the EL Parent Institute and increase participation in the Parent Institute by 40%.	Education Consultants – 6/2010	Fees for institute	\$20,000	Title I
g. Use multiple strategies to communicate including newsletters, newspaper articles, informational DVDs, parent education development workshops and institutes.	Site Administrators, Education Consultants / Ongoing	Fees for DVD development, Parent workshops, etc	\$10,000	Title I
h. Board will conduct regular classroom visits and debrief with leadership about what they see.	Site Administrators	Lunch for board	\$300	Title I
i. Conduct a review of the CBET program and present results to the board with recommendations for improvement.	Site Administrators, Project Coordinator	Administration time	No cost	
j. Both schools will hold Family Reading Nights as part of the parent education component of Title I. Families are invited back to school in the evening to participate in literacy activities.	Site administrators, classified staff, teachers, parents, community members	materials, supplies, books, copy costs, translators, refreshments	\$1,000	Title I
k. Offer Parent education programs at both sites designed to focus on providing English speaking and non-English speaking parents with the skills and strategies needed to support their child at home.	site administrators, classified staff, teachers, parents	tuition, materials, supplies, child care, refreshments, interpreters, teacher stipend (pending negotiations)	\$10,000	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
a. Provide parents of incoming kindergarten students with a Welcome To School packet. The packet includes helpful hints for school readiness, flash cards (color, letter, and number), and penmanship samples.	ongoing – site administrator, kindergarten teachers, site secretaries	copy costs, materials, supplies	\$500	Title I
b. Collaborates with Head Start programs to provide parents and children the opportunity to visit kindergarten classrooms prior to the beginning of the school year.	annually each spring – site administrators, kindergarten and Head Start teachers, parents	copy costs, materials, supplies	\$500	Title I
8. Monitoring program effectiveness:				
a. Evaluate the reading intervention programs and ELD programs (SRA, Reach, and High Point) on an annual basis to determine their effectiveness in raising student achievement as measured by CST scores and CELDT scores.	Annually – site administrators, data technician, Education Consultants	Consultant time	\$5,000	HPSGP
b. Implement an ongoing EL student monitoring system that gives teachers and administrators easy access to relevant EL student information like CELDT level, CELDT growth, CELDT Skills test scores, years in district, etc.	District technology coordinator, Education Consultants - 12/31/2008	Technology Coordinator's time	\$2,000	Title I
c. Establish a conferencing protocol between principal and teachers to discuss longitudinal CST and CELDT.	Annually – site administrators, Education Consultants	Consultant time	\$3,000	Title I
d. Present API/AYP results to the staff and the board.	Governing Board and DAIT Team	Consultant fee	\$2,000	Title I

<b>Description of Specific Actions to Improve Education Practice in Reading</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
e. Conduct a review of all programs, goals, and activities listed in LEA Plan and the SSPSAs. The review should assess program effectiveness based on STAR outcomes. The continuum begins with a Tuning Protocol which is a professional conversation regarding the progress toward implementing the plan. Results of the review are shared with staff and the Governing Board.	Annually each spring – Governing Board, Superintendent, Site Administrators, School Site Council members, teachers, classified staff	Consultant fee and teacher time	\$5,000	Title I
f. Teachers regularly assess students’ mastery of standards by utilizing the district’s benchmark assessment system.	ongoing – site administrators, teachers		No cost	See 1.b, 1.c, 1.d
9. Targeting services and programs to lowest-performing student groups:			No cost	
a. Implement the SRA Reading Mastery, Reading Success, and Reach programs for the lowest performing readers. Lowest performers are identified by FFB and BB categories on the STAR as well as other measures.	ongoing – site administrators, classroom teachers, instructional aides	salaries and benefits, non-instructional and instructional materials, supplies, training costs	No cost	See 1.f
b. Offer intervention classes to students during Summer School. All students in need of the intervention will be recruited to attend summer school.	annually each summer – Curriculum Director, summer school principal, summer school staff	salaries and benefits, non-instructional and instructional materials, supplies, training costs	No cost	See 3.b

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in Math	Persons Involved/Timeline	Potential	Estimated Cost	Potential
1. Alignment of instruction with content standards:				
a. Conduct quarterly Academic Conferences between administration and teachers to discuss individual student data from benchmark assessments and other assessment tools.	ongoing - site administrators, teachers	coaching and travel costs for site administrators and teachers to observe and be trained in this process	\$3,000	Title I
b. Continue to utilize the computerized embedded assessment system, including the placement, ongoing diagnostic, and curriculum embedded assessments every 6-8 weeks to monitor student achievement.	Ongoing – site administrators, grade level and department leads, Education Consultants	Costs for Edusoft system, consultant costs for benchmark upkeep.	\$15,000	Title I
c. Implement strategic and intensive intervention programs for appropriate students in math at all grade levels. At PES the intervention program will consist of components from the adopted Harcourt curriculum. At CECMS the intervention will consist of the ALEKS curriculum for intensive students and components from the Holt for the strategic students. Those students needing intervention in Aleks will take a section of intervention in addition to their Math class.	ongoing - site administrators, teachers, classified staff	salary and benefits, training costs, instructional and non-instructional materials, supplies	\$50,000	Title I
d. Site Administrators receive training on district and state standards and how to coach, supervise, and evaluate teachers according to the Standards for the Teaching Profession.	Site Administrators	Training Costs	\$1,500	Title I
e. The negotiated teacher evaluation procedure focuses on mastery of the Standards for the Teaching Profession.	Superintendent	site administrators salary and benefits	No cost	

Description of Specific Actions to Improve Education Practice in Math	Persons Involved/Timeline	Potential	Estimated Cost	Potential
f. Language arts, social science, mathematics, and science textbooks are aligned with District and State Standards.	Project Coordinator / 1/2009 - 9/2010	Administrators and teachers (salary and benefits), initial cost for adoption and on-going costs	No cost	
2. Use of standards-aligned instructional materials and strategies:				
a. Adopted the most recent SBE approved Math curriculum by 9/2008. (Holt at PES and Prentice Hall at CECMS). All teachers of mathematics use these programs to fidelity. All grade levels comply with SBE mandated instructional time.	Board, Project Coordinator / Before 9/2008	textbooks (consumable, and replacements) and new adoptions	\$75,000	IMFRP
b. Review and pilot materials from the SBE approved list of core ELA programs	Project Coordinator / 1/2009 - 9/2010		No cost	
c. Purchase the newly adopted core ELA materials	Project Coordinator / 1/2009 - 9/2010	Textbooks, consumables, all ancillary materials	No cost	See Math 2.a
d. Distribute all newly adopted, and acquired ELA materials to teachers before the first day of the 2010 - 2011 school year.	Project Coordinator / 1/2009 - 9/2010	Project Coordinator time	No cost	
e. All grade levels will adhere to state required instructional time	Site Administrators	Time related to monitoring and monitoring software tools	\$5,000	Title I
f. Standards will be evident in every classroom and will be communicated clearly to students at the beginning of lessons.	Site Administrators, Education Consultants	Standards Charts	\$5,000	Title I
3. Extended learning time:				

Description of Specific Actions to Improve Education Practice in Math	Persons Involved/Timeline	Potential	Estimated Cost	Potential
a. Implement an after school intervention for all student that are not proficient in language arts or math. Students will receive 4.5 hours per week of supplemental instruction in language arts or math. This will have both strategic and intensive intervention students in the program. Instruction will occur with the SBE adopted core program intervention materials, along with the Aleks program.	Site administrator, teachers, Project Coordinator, School Site Councils / Ongoing	Salaries and benefits, instructional and non-instructional materials, supplies	\$50,000	EIA
b. Continue to offer an intervention summer school program. This will have both strategic and intensive intervention math students in the program.	Site Administrator, summer school principal, and summer school staff	Salary and benefits for summer school personnel, utilities and custodial costs, instructional materials, noninstructional materials, supplies	\$30,000	EIA
c. Offer an after school and Saturday school intervention program at both PES and CECMS which focuses on language arts and mathematics.	Site administrator, teachers, classified staff	Salaries and benefits for teachers and classified staff, noninstructional and instructional materials, supplies	\$15,000	EIA
d. Continue to offer extended learning time instruction at the elementary school including: after school homework clubs and after school intervention classes.	Site administrators, teachers, School Site Councils	salaries and benefits, instructional and noninstructional materials, supplies	\$5,000	Title I
f. The district will continue to collaborate with the regional migrant office to provide services for all identified district migrant students	Site administrators, teachers, School Site Councils	None	No cost	
4. Increased access to technology:				
a. Grades K-5. Students will be introduced to skills development programs to develop math skills.	Site administrators and Technology Coordinator - 2008-09 school year.	hardware, software, peripherals, infra structure, books, materials, supplies	\$10,000	Title I

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Involved/Timeline</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
b. Grades 6-8. Students will develop and practice their math skills on general purpose software programs.	Site administrators and Technology Coordinator - 2008-09 school year.	hardware, software, peripherals, infrastructure, books, materials, supplies	\$10,000	Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a. Continue to provide designated collaboration time for teachers to review student assessments and conduct instructional planning within departments or by grade level. This time will be protected from other uses such as staff meetings. This time can be used for grade level specific professional development in language arts and math.	a) ongoing – site administrators, grade level and subject area leads, and content coaches	None	No cost	
b. Collaborative coaching will be provided to ensure that this time is used effectively. This coaching will come from administrators, grade level chairs, and content coaches.	Ste administrators, Content coaches / Ongoing	Site administrator and content coach time	\$10,000	HPSGP
c. Ensure that all teachers complete the mandated SB 472 professional development program in math for the newly adopted Holt and Prentice curriculum. This refers to all teachers at PES and CECMS who teach math.	All teachers, site administration : 9/2009	Training fees and teachers stipends for 30 teachers @ \$1,750/teacher	\$52,500	Title I
d. Ensure that all math teachers who have completed the level one SB 472 will complete the SB 472 ELPD including both the initial training and the 40 hours practicum.	All teachers of ELA and Math, DAIT provider will track completion of SB 472	Training Fees and teacher stipends for 40 teachers	No cost	See Reading 2.d
e. Provide content coaching from Education Consultants. Principals will designate those teachers to receive coaching	Consulting Teachers, Consultants, and site administrators	Consultant fees	\$50,000	Title I

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Involved/Timeline</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
f. Assign all beginning teachers a BTSA coach. Assign all veteran teachers in need of coaching a PAR coach.	Consulting Teachers, Consultants, beginning teachers, PAR Panel, and site administrators	\$4,300 per Consulting Teacher, \$2,000 per PAR Panel Teacher Member	No cost	See Reading 2.f
g. Provide initial training to all teachers and site administrators on new textbooks when adopted and distributed.	All teachers who use a new adoption	Training fees	\$2,000	Title II
h. Ensure that all administrators current and future have completed AB 430 training including practicum.	Site administrators, DAIT provider will track completion of AB 430	AB 430 fees	\$7,500	EIA
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a. Maintain functioning School Site Councils at both schools. Members will include the principal, teachers, parents, students (CECMS) and "other".	Site administrator, SSC members / Ongoing	Materials, supplies, copy costs, disaggregation of data, substitute costs	\$4,000	Title I
b. Report on student achievement data to both SSC twice each year.	Site administrators		No cost	
c. Send individual student STAR reports home to each parent. Include information on how to interpret the results in both English and Spanish.	Site Administrators, district secretarial staff / Annually	extra secretarial time, envelopes, stamps	\$2,000	Title I
d. Hold Back to School Night during which teachers review the District/state standards and grade level expectations.	annually each fall – site administrators, teachers, parents	copy costs, refreshments, planning time, etc.	\$2,000	EIA

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Involved/Timeline</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
e. Hold two formal teacher/parent conferences during the school year at both schools. During the first parent conference each family receives brochures outlining the grade level standards for each subject.	annually each fall and each spring – site administrators, teachers, parents, translators, students	copy costs, extra time for English Learner instructional aides to provide translation services	\$2,000	EIA
f. Continue the ELL Parent Institute and increase participation in the Parent Institute by 40%.	Education Consultants – 6/2010	Fees for institute	No cost	See Reading 6.f
g. Use multiple strategies to communicate including newsletters, newspaper articles, informational DVDs, parent education development workshops and institutes.	Site Administrators, Education Consultants / Ongoing	Fees for DVD development, Parent workshops, etc	\$10,000	Title I
h. Board will conduct regular classroom visits and debrief with leadership about what they see.	Site Administrators	Lunch for board	No cost	See Reading 6.h
i. Conduct a review of the CBET program and present results to the board with recommendations for improvement.	Site Administrators, Project Coordinator	Administration time	No cost	
j. Offer Parent education programs at both sites designed to focus on providing English speaking and non-English speaking parents with the skills and strategies needed to support their child at home.	site administrators, classified staff, teachers, parents	tuition, materials, supplies, child care, refreshments, interpreters, teacher stipend (pending negotiations)	\$10,000	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a. Provide parents of incoming kindergarten students with a Welcome To School packet. The packet includes helpful hints for school readiness, flash cards (color, letter, and number), and penmanship samples.	ongoing – site administrator, kindergarten teachers, site secretaries	copy costs, materials, supplies	\$500	Title I

<b>Description of Specific Actions to Improve Education Practice in Math</b>	<b>Persons Involved/Timeline</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
b. Collaborates with Head Start programs to provide parents and children the opportunity to visit kindergarten classrooms prior to the beginning of the school year.	annually each spring – site administrators, kindergarten and Head Start teachers, parents	copy costs, materials, supplies	\$500	Title I
8. Monitoring program effectiveness:				
a. Evaluate the Math intervention programs on an annual basis to determine their effectiveness in raising student achievement as measured by CST scores.	Annually – site administrators, data technician, Education Consultants	Consultant time	\$5,000	EIA
b. Implement an ongoing EL student monitoring system that gives teachers and administrators easy access to relevant EL student information like CELDT level, CELDT growth, CELDT Skills test scores, years in district, etc.	District technology coordinator, Education Consultants - 12/31/2008	Technology Coordinator's time	No cost	See Reading 8.b
c. Establish a conferencing protocol between principal and teachers to discuss longitudinal CST and CELDT.	Annually – site administrators, Education Consultants	Consultant time	No cost	See Reading 8.c
d. Present API/AYP results to the staff and the board.	Governing Board and DAIT Team	Consultant fee	\$2,000	Title I
e. Conduct a review of all programs, goals, and activities listed in LEA Plan and the SSPSAs. The review should assess program effectiveness based on STAR outcomes. The continuum begins with a Tuning Protocol which is a professional conversation regarding the progress toward implementing the plan. Results of the review are shared with staff and the Governing Board.	Governing Board, Superintendent, Site Administrators, SSCs, teachers, classified staff, DAIT Team / Annually	substitute costs, copy costs, DAIT Team fees	\$50,000	Title I
f. Teachers regularly assess students' mastery of standards by utilizing the district's benchmark assessment system.	Site administrators, teachers / Annually		No cost	See Math 1.b, 1.c, 1.d

Description of Specific Actions to Improve Education Practice in Math	Persons Involved/Timeline	Potential	Estimated Cost	Potential
9. Targeting services and programs to lowest-performing student groups:				
a. Implement the SBE approved Holt Math curriculum intervention during the daily 15 minutes of intervention time at PES. This time will target the lowest performers identified by FFB and BB categories on the STAR as well as other measures.	Site administrators, classroom teachers, instructional aides		No cost	
b. Implement the Aleks math intervention program for all student who are FBB and BB in math along with other students who are in need. This program shall provide these intervention students with 45 minutes of math intervention in addition to their core math class.	Site Administrators, Project Coordinator, Intervention Teachers			
c. Offer intervention classes to students during Summer School. All students in need of intervention both intensive and strategic will be recruited to attend summer school.	annually each summer – Curriculum Director, summer school principal, summer school staff		No cost	See Math 3.b

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

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

Sections 1, 2, & 3 are required. All other sections are allowable.	Description of how the LEA is meeting or plans to meet this requirement.
1. Per Sec. 3116(b) of NCLB, this Plan must include the following:	
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	<p>a) The Planada School District Master Plan for English Learners outlines the District’s philosophy, goals, and activities. The program is provided by coordinating EIA-LEP, Title I, Title II, HPSG and Title III funds.</p> <p>Philosophy: To provide an intensive English language development program for English Learners affording them the opportunity to develop academically and socially potential.</p> <p>Goals: 1) Comprehension: Pupils will learn to comprehend spoken English; 2) Speaking: Pupils will learn how to communicate their ideas orally in the English Language; 3) Reading: Pupils will learn how to read and comprehend in English to facilitate success within the regular classroom; 4) Writing: Pupils will learn to write in English using correct grammar and vocabulary; and 5) Social/Cultural: Pupils will share their cultural background through classroom/school activities thus enhancing their feelings of self-worth.</p> <p>Activities: Pupils identified as English Learners through the District assessment procedures are given the opportunity to receive a specialized program that includes ELD and in some cases support in the primary language. Parents are notified that their child qualifies for English Learner services and that the services are voluntary. The decision will also indicate whether or not the EL personnel will provide any necessary assistance. Guidelines for determining the type of program relate directly to the pupil’s overall English proficiency level as determined by the CELDT.</p> <p>Beginning and Early Intermediate (Overall) Proficiency Levels: Pupils receive a program of Sheltered English Immersion instruction, content-based language development in the core curriculum, integrated instruction in art, music, PE, and other activities that promote self-image and cross-cultural development.</p> <p>Intermediate, Early Advanced, and Advanced (Overall): Pupils should be in a mainstream classroom and receive a daily program of ELD, SDAIE instruction in the core curriculum, mainstreamed English instruction in art, music, and PE and involvement in activities that promote self-image and cross-cultural development.</p> <p>Pupils will be taught by a LDS, BCLAD, CLAD, SB1969/395 teacher or a teacher who is in training.</p>

Sections 1, 2, & 3 are required. All other sections are allowable.	Description of how the LEA is meeting or plans to meet this requirement.
	<p>The district will adopt a new ELD curriculum for all ELs throughout the district. The curriculum will be specific to each grade level. Different curriculum may be used at the elementary level and the middle school, but all levels will have an ELD curriculum.</p> <p>Teachers will be trained in use of the new ELD curriculum. All teachers will receive training in appropriate use of ELD curriculum from approved training providers.</p> <p>Students will exit the ELD instructional program as determined by multiple measures including CELDT score, program specific assessments, and CST score.</p> <p>ELs will also have access to Rosetta Stone software for ELD. Computer stations will be set up in each room and level 1 ELs will be given time to work on EL speech using the software program. This software will also be available to the after school program for ELD.</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>b) The District participates in the Public School Accountability Act (PSAA) and will implement all portions of the PSAA including STAR of which the CELDT is included. Test data, API, and AYP results will be used to monitor programs and drive changes in instructional practice, when needed.</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"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• 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));</li> </ul>	<p>c) Each school has a Single School Plan for Student Achievement which is based on an in-depth needs assessment (including STAR, CELDT, AYP, and API data) and outlines the goals and objectives.</p> <p>Annually, each site participates in a district level review of all programs, goals, and activities listed in the Single School Plan for Student Achievement. There is a continuum of review options based on the site's growth on the API and AYP. The continuum begins with a Tuning Protocol, which is a professional conversation regarding the progress toward implementing the plan. Other options include an in-depth district review referred to as a School Quality Review (SQR). Results of the review are used to revise and refine the educational program. Results are shared with staff members, the School Site Council, and the Governing Board.</p> <p>Implement an ongoing EL student monitoring system that gives teachers and administrators easy access to relevant EL student information like CELDT level, CELDT growth, CELDT Skills test scores, years in district, etc.</p>
<p>1. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d) Parents of English Learners are invited to participate in all advisory committees at the site and district levels. In addition, all parents of English Learners are eligible to participate in the site English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Both committees work toward the common goals of keeping parents aware of current activities, policies, and procedures affecting their</p>

Sections 1, 2, & 3 are required. All other sections are allowable.	Description of how the LEA is meeting or plans to meet this requirement.
	children, including parents in the decision making and planning process, and soliciting input and ideas on how to improve the program and services to their children. The district also collaborates with outside agencies to provide programs for all parents, including parents of English Learners.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>English Learners receive the core curriculum and additional English Language Development. The adopted instructional materials are scientifically research based as evidenced through the adoption by the State Board of Education. The language arts textbooks which have an embedded ELD component. Both schools also utilized the SBE approved program, <i>Avenues</i>, or those pupils identified at the Beginning and/or Early Intermediate proficiency levels. Additionally, supplemental materials are used by district staff. English proficiency is measured by an increase in student achievement as measured on the CELDT and the STAR.</p> <p>Implement a reading language arts and ELD intervention program - The district will implement a reading language arts and ELD intervention program for all English Learners who are more than two performance levels below grade level and for those students who have been in district for 3 years and are still at beginning or intermediate level on the CELDT. When the students are within two performance levels of their grade level standard, they should have access to the core curriculum with strategic support.</p>
<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"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol>	<p>Ongoing professional development is provided to all district staff (site administrators, teachers, instructional aides) who work with English Learners. Professional development includes, but is not limited to: CELDT procedures and guidelines, BCLAD/CLAD preparation, SB395 authorization, second language acquisition, effective teaching strategies and techniques, new textbook adoptions, and supplemental materials.</p> <p>Train teachers and administrators to use the EL student monitoring system. Specifically to access the reports relevant to EL student.</p> <p>Provide professional development on the EL Process and CELDT test to assist teachers in better understanding how students move through and eventually exit EL status. The professional development will also cover the CELDT and the critical role this test plays in this process.</p> <p>Provide Professional Development in instructional strategies that teachers can use in all curricular areas to assist EL students in accessing the curriculum. - The district will provide professional development in instructional strategies that teachers can use in all curricular areas to assist EL students in accessing the curriculum.</p> <p>All instructional aides and para-professionals who work with ELs will receive specific training in curriculum, instructional methods, and interventions appropriate to ELs.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Evaluate effectiveness of the new ELD curriculum: Evaluate effectiveness of the new ELD curriculum using CST and CELDT data.</p>

Sections 1, 2, & 3 are required. All other sections are allowable.	Description of how the LEA is meeting or plans to meet this requirement.
	<p>Monitor ELD curriculum effectiveness: The efficacy of the newly adopted ELD curriculum will be monitored using curriculum embedded benchmarks at least every 8 weeks. This data will be compiled by grade levels and made available to the principal and the superintendent on a regular basis.</p> <p>Monitor ELD instructional time: Monitor the use of ELD instructional time bi-monthly</p> <p>Monitor the reading intervention program effectiveness: The efficacy of the newly adopted ELD curriculum will be monitored using curriculum embedded benchmarks at least every 8 weeks. This data will be compiled by grade levels and made available to the principal and the superintendent on a regular basis.</p> <p>Evaluate effectiveness of the EL instructional strategies professional development using the four levels approach. The four levels are reaction, learning, behavior, results. The reaction to the training was measured by an evaluation immediately after the workshops were delivered. The learning will be assessed at year end in another survey. The behavior will be assessed in an ongoing manner by principals, the superintendent, and the external entity through classroom visits to witness strategy implementation. These visits will include instructional observations, walkthroughs, and EL shadowing. The results will be evaluated using STAR test results and CELDT results. One year after the trainings a report will be delivered to the board on the evaluation process.</p>
<p>5. Provide -</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction</p>	<p>English Learners are supported by appropriately credentialed teachers and receive additional support from EL teachers and instructional aides. Additionally, English Learners who are at risk of failing are given the opportunity to participate in after school intervention programs, Saturday school, and summer school.</p> <p>Beginning and Early Intermediate English Learners at CECMS are assigned to one teacher for two periods for English and ELD.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>There is one cohesive program for English Learners which is a coordination of multiple state and federal funding sources including General Fund, EIA, Title I, HPSG, Title II, and Title III.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>As described in the philosophy and goals section, academic achievement by English Learners is the primary focus.</p> <p>Intensive and strategic interventions will be implemented for all EL students below grade level in both ELA and Math. During intervention time, instructional materials from the core curriculum that are specifically designed to support ELs will be used. In addition teachers will adapt core instruction for ELs based on strategies that they learn in ELPD.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>a. To improve English language skills of</p>	<p>Parents of English Learners are invited to participate in all advisory committees at the site and district levels. In addition all parents of English Learners are eligible to participate in the site English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Both</p>

Sections 1, 2, & 3 are required. All other sections are allowable.	Description of how the LEA is meeting or plans to meet this requirement.
<p>LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>committees work toward the common goals of keeping parents aware of current activities, policies, and procedures affecting their children, including parents in the decision making and planning process, and soliciting input and ideas on how to improve the program and services to their children. The district also collaborates with outside agencies to provide programs for all parents, including parents of English Learners</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>b. Access to, and participation in, electronic networks for materials, training, and communication; and</p> <p>c. Incorporation of the above resources into curricula and programs.</p>	<p>The Planada Master Plan for Educational Technology addresses the issue of appropriate access to technology for all pupils. The goal is to ensure that all students (including English Learners) have appropriate access to technology regardless of their academic or physical abilities. At the end of three years the goal is that there will be one computer for every 5 students.</p>

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

<p><b>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.</b></p>	<p><b>Description of how the LEA is meeting or plans to meet this requirement.</b></p>
<p>LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a) the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b) the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>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;</li> <li>d) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> <li>h) information pertaining to parental rights that includes written guidance detailing –</li> <li>i) the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>j) 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;</li> <li>k) 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.</li> </ul>	<p>In Spring 2008 the District will revise the Master Plan for English Learners, timelines, and parent notification forms to meet the new federal requirements of No Child Left Behind.</p> <p>All parents of English Learners are notified annually (within 30 days of the beginning of school or within two weeks for new enrollees) of all the items that are listed to the left of this page. District forms are translated into Spanish and printed on NCR to ensure proper documentation.</p> <p>Additionally, parents receive the CELDT student report once the school receives it. A letter (English and Spanish) is included explaining the report and how parents can contact the school if they have questions.</p> <p>The notification will also be discussed at School Site Council/English Learner Advisory Committee and District English Learner Advisory Committee meetings.</p>

## Plans to Provide Services for Immigrants

The LEA does not plan on receiving Title III 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. <b>Not Applicable</b>	
<b>Allowable Activities</b>	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or No</b>	<b>If yes, describe:</b>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or No</b>	<b>If yes, describe:</b>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or No</b>	<b>If yes, describe:</b>
<b>Allowable Activities</b>	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>	<b>If yes, describe:</b>
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b>	<b>If yes, describe:</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b>	<b>If yes, describe:</b>
<b>Allowable</b>	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<b>Yes or No</b>	<b>If yes, describe:</b>

**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)

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
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:				
a. All teachers who teach ELA and Math will complete the SB 472 training including the 80 hours practicum. This will align with state standards, assessments, and curriculum because the training will be delivered by an SBE approved SB 472 provider d	All teachers of ELA and Math, Project Coordinator will track completion	Training fees	No cost	See Reading 5.c, Math 5.c
b. All teachers will have a content coach available to them in ELA and Math, with expertise in their core curriculum. This will align with state standards, assessments, and curriculum because the content coaches will be specialists in implementatio	All teachers of ELA and Math, EC	Consulting Fees	No cost	See Reading 5.e, Math 5.e
c. All teachers who have completed the Math and ELA SB 472 will receive professional development in classroom strategies scientifically shown to improve the academic achievement of English Learners. This will align with state standards, assessment	All teachers of ELA and Math, Project Coordinator will track completion	Training fees	No cost	See Reading 5.d
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:				

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
<p>a. SB 472 training in both language arts and math is based on the SBE adopted curriculum which is a compilation of scientifically based instructional strategies and activities. The experience of the DAIT provider has shown that when a quality SB 472 provider delivers the training, it has an immediate impact on classroom achievement. This professional development activity is one of the EPCs that the district was negligent on.</p>	<p>All teachers of ELA and Math, Project Coordinator will track completion</p>	<p>Training fees</p>	<p>No cost</p>	<p>See Reading 5.c, Math 5.c</p>
<p>b. Content coaches are a proven strategy used to: improve implementation of the core curriculum, strengthen the ability of teachers to look at achievement data and use this data to re-teach, and to increase the effectiveness of teacher collaboration</p>	<p>All teachers of ELA and Math, EC</p>	<p>Consulting Fees</p>	<p>No cost</p>	<p>See Reading 5.e, Math 5.e</p>
<p>c. The data shows that the subgroup for whom the district needs to improve achievement is the English Learners. The district will provide SBE approved SB 472 ELPD. This training is based on scientifically based strategies which are proven to impr</p>	<p>All teachers of ELA and Math, Project Coordinator will track completion</p>	<p>Training fees</p>	<p>No cost</p>	<p>See Reading 5.d</p>
<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 stude</p>				
<p>a. Because the district is 1 year away from implementing a new curriculum in ELA the teachers will need to have significant professional development in this curriculum to ensure that they can implement the program to fidelity. Because the district is in the</p>	<p>All teachers of ELA and Math, Project Coordinator will track completion</p>	<p>Training fees</p>	<p>No cost</p>	<p>See Reading 5.c, Math 5.c</p>

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
b. Research shows that content coaching has a significant impact on student achievement. The content coaching that the district provides will focus on implementing the core ELA and Math curriculum to fidelity and also proper implementation of the ELA and Mat	All teachers of ELA and Math, EC	Consulting Fees	No cost	See Reading 5.e, Math 5.e
c. Because the district is 78% English Learners, and because this is the lowest performing sub group, any professional development that improves the performance of English Learners will eliminate the achievement gap with the small number English Only student	All teachers of ELA and Math, Project Coordinator will track completion	Training fees	No cost	See Reading 5.d
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:				
a. The three objectives of the staff development plan are: 1) All teachers who teach ELA and Math complete SB 472. 2) All teachers have access to content implementation coaches in ELA and Math. 3) All teachers receive professional development in strategies to engage English Learners including but not limited to SB 472 ELPD. All categorical funds that are available for this purpose will be used to achieve these three main objectives. These funds are listed in the far right column. In addition to categorical funds being used to fund this professional development plan, district buy-back days will be used to provide some of this training.	All teachers of ELA and Math, Project Coordinator will track completion	Training fees	No cost	See Reading 5.c, Reading 5.d, Math 5.c
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:				

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
<p>a. The professional development that will be made available to teachers and administrators will be SB 472 ELA and Math, content implementation coaching, SB 472 ELPD, and other research based EL professional development. These all meet the needs of teachers</p>				
<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</p>				
<p>a. The Master Plan for Educational Technology has three professional development goals:</p> <ul style="list-style-type: none"> <li>• all district teachers will be able to score an intermediate or proficient rating in all technology categories based on curriculum needs required for their individual grade or subject area (on the State CTAP2 survey):</li> <li>• all district teachers will be able to effectively use all identified software and technologies appropriate for their grade level,</li> <li>• all district teachers will be trained to effectively integrate technology into the curriculum based on the curricular goals described in the plan.</li> </ul> <p>The third goal focuses on teachers' ability to integrate technology into SBE adopted core curriculum. The district will focus first on utilizing the technology resources that come with the curriculum.</p>	<p>All teachers within the district</p>	<p>Training costs for teachers who need support</p>	<p>\$5,000</p>	<p>Title I</p>
<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% of Title II, Part D EETT funding must be spent on professional development</p>				

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
<p>a. The Master Plan for Educational Technology addresses the need for increased access to technology. The ultimate goal is that all classrooms would have a computer to student ratio of 1:5. It is vital that teachers, library aides, and other staff members receive the appropriate professional development to effectively utilize the technology. The Plan states that professional development in the area of technology should focus on the individual needs of each participant. Flexible schedules and options will be made available (summer institutes, after school, on-line, week-ends, etc.)</p>	<p>Technology Coordinator, Site Administrators</p>	<p>Computer hardware and software costs</p>	<p>\$30,000</p>	<p>EIA</p>
<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>				
<p>a. Professional development goals have been created based first and foremost on those areas that data show are greatest student needs. The data that was used was students CST and CEDLT scores along with results of the APS and DAS. Once these areas were identified staff is asked to be a part of the planning process. For the LEA Plan the DAIT Provider conducted the APS, DAS, and ELSSA. Once all data points were collected the DSLT including staff and parents convened to review data and determine the components of this plan.</p>	<p>DSLIT, EC, Site Administrators, Parent Representative, Board Representative, Superintendent</p>	<p>DAIT Provider Fees</p>	<p>\$5,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice	Persons Involved/	Potential	Estimated Cost	Potential
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>• Involve parents in their child’s education; and</li> <li>• Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>				
<p>a. The LEA will provide teachers with the SBE 472 trainings in ELA, Math, and ELPD. These trainings will enable teachers to use the curriculum resources that are made to address students with different learning styles and special learning needs. In addition the district will provide content coaches to teachers that will coach teachers on implementation of the instructional programs.</p>	<p>All teachers of ELA and Math, Project Coordinator will track completion</p>	<p>Training fees</p>	<p>No cost</p>	<p>See Reading 5.c, Math 5.c</p>
<p>b. The LEA will provide ongoing professional development to teachers on the Love and Logic program of classroom behavior.</p>	<p>All teachers of ELA and Math, EC, Site Administrators</p>	<p>Training fees</p>	<p>\$5,000</p>	<p>EIA</p>
<p>c. The LEA will provide training to teachers on how to discuss benchmark assessment, STAR, and CELDT results with parents.</p>	<p>All teachers of ELA and Math, EC, Site Administrators</p>	<p>Training fees</p>	<p>\$5,000</p>	<p>EIA</p>
<p>d. The LEA will provide teachers with training on using the benchmark assessment system, including: scanning tests, accessing reports, and using the data in reports to inform teaching.</p>	<p>All teachers of ELA and Math, EC, Site Administrators</p>	<p>Training fees</p>	<p>\$5,000</p>	<p>EIA</p>

<b>Description of Specific Actions to Improve Education Practice</b>	<b>Persons Involved/</b>	<b>Potential</b>	<b>Estimated Cost</b>	<b>Potential</b>
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
a. The Title II, Teacher Quality Plan's goal #1 addresses the need to assist personnel to defray the cost of continuing education through the reimbursement of college tuition, supplies, and books. Additionally, the district will assist in providing local test preparation support for employees.	Classified and Certificated Staff	Reimbursement Fees	\$5,000	Title II, Part A

**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
<ol style="list-style-type: none"> <li>1. Clearly defined behavioral standards and consequences for infractions have been developed at the district and school site levels.</li> <li>2. Every school site maintains a safety plan which outlines emergency procedures.</li> <li>3. Parents are provided with regular information through the Welcome Back packet. This packet includes the district discipline code, parent notifications, and other pertinent information. Additionally, all sites provide each parent with a school handbook which includes the school’s discipline code, after school opportunities, and overall expectations.</li> <li>4. A system is in place to identify truancy and provide early intervention.</li> <li>5. The District participates in a Drug Suppression Program in conjunction with the County Office of Education and the County’s Sheriff Department.</li> </ol>	<ol style="list-style-type: none"> <li>1. The California Healthy Kids Survey (CHKS) needs to be administered at CECMS and PES.</li> <li>2. The CHKS has not administered to 7<sup>th</sup> grade students this year. Beginning on the (08-09) school year it will be given to all 5<sup>th</sup> and 7<sup>th</sup> grade students who receive permission to participate from their parents.</li> <li>3. A program from Appendix C needs to be implemented at the 7<sup>th</sup> grade level.</li> </ol>

**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**

1. The Drug Suppression Program Committee (DSPC) serves as the district advisory committee for federal and state programs dealing with school safety and drug and violence prevention (TUPE, Title IV, and DSP). The committee is comprised of a broad range of stakeholders including parents, teachers, site administrators, district administrators, community based organizations, and a student from the middle school. The committee meets at least three times a year to ensure implementation, provide for on-going planning, and monitor progress of the programs.
2. District students receive violence prevention strategies through classroom instruction, assemblies, and the (DSP) Drug Suppression Program.
3. The district employs a school nurse to oversee and ensure appropriate health screening and services for all district students.
4. The district employs a district psychologist who assist school staff in providing appropriate learning strategies and environment for students.
5. CEC Middle School offers a broad range of after school activities including: a) remediation and intervention; b) after school recreation; c) M.E.Ch.A Club; d) Club Live; e) Team Sports; and f) various other clubs.
6. The elementary school offers academic intervention and remediation programs that extend the school day.
7. The district employs one campus resource officer at both sites. The officer is responsible for providing prevention and intervention strategies to student, teachers, and administrators.
8. The District Master Plan for Educational Technology includes a goal that all students will have appropriate access to technology regardless of their academic or physical abilities, this includes students at high-poverty and high-needs schools. The ultimate goal is that by the end of the 2004/05 there will be a computer to student ratio of 1:5.

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<ol style="list-style-type: none"><li>1. Communication technology has been and will continue to be updated.</li><li>2. Every school site maintains a safety plan which outlines emergency procedures.</li><li>3. Parents are provided with regular information through the Welcome Back packet. This packet includes the district discipline code, parent notifications, and other pertinent information. Additionally, all sites provide each parent with a school handbook which includes the school's discipline code, after school opportunities, and overall expectations.</li></ol>	<ol style="list-style-type: none"><li>1. The CHKS has not been administered at CEC Middle School to 7<sup>th</sup> grade students. Beginning on the(2003/04) school year it will be given to all 5<sup>th</sup> and 7<sup>th</sup> grade students who receive permission to participate from their parents.</li><li>2. A program from Appendix C needs to be implemented at the 7<sup>th</sup> grade level.</li></ol>

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>5 / / 08</u> Baseline Data		Biennial Goal
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by: 2%	5 <sup>th</sup>	15%	13%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by: 2%	7 <sup>th</sup>  9 <sup>th</sup>  11 <sup>th</sup>	27%	25%
The percentage of students that have used marijuana will <b>decrease</b> biennially by: 2%	7 <sup>th</sup>	7%	5%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by: 2%	5 <sup>th</sup>  7 <sup>th</sup>	0%  11%	0%  9%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by: 5%	7 <sup>th</sup>  9 <sup>th</sup>  11 <sup>th</sup>	19%	17%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by: 1%	5 <sup>th</sup>  7 <sup>th</sup>  9 <sup>th</sup>  11 <sup>th</sup>	7%	6%
The percentage of students that feel very safe at school will <b>increase</b> biennially by: 10%	5 <sup>th</sup>  7 <sup>th</sup>  9 <sup>th</sup>  11 <sup>th</sup>	51%  19%	56%  24%

The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by: 5%	7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	37%	32%
<b>Truancy Performance Indicator</b>	<b>Most Recent Survey date:</b> _/_/_ <b>Baseline Data</b>		<b>Biennial Goal</b>
The percentage of students who have been truant will <b>decrease</b> annually by <u>2%</u> from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.		19.0%	17%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most Recent Survey date:</b> _/_/_ <b>Baseline Data</b>		<b>Biennial Goal</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by: 5%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	47% 30%	52% 35%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by: 5%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	53% 44%	58% 49%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by: 5%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	9% 12%	19% 22%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by: 5%	5 <sup>th</sup> 7 <sup>th</sup> 9 <sup>th</sup> 11 <sup>th</sup>	36% 30%	41% 35%

**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.

<b>LEA Specified Performance Measures</b> <hr/> <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>
Not applicable		

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

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from 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
<p>State and federal substance abuse and violence prevention funds are not used to provide curriculum to district students. Curriculum is provided through other funding sources. The state and federal program funds are used to support a “program” as described in the following section.</p> <p>Too Good for Drugs.</p>	Violence and substance abuse prevention, and self esteem building	K-8	900	July 2004	August 2004	September 2004

**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	academic success which promotes higher self-esteem	1 <sup>st</sup> – 8 <sup>th</sup>
X	Conflict Mediation/Resolution	violence prevention	K-8
X	Early Intervention and Counseling	substance abuse and violence prevention	K-8
	Environmental Strategies		
X	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	Academic success and violence and substance abuse prevention	K-8
	Service-Learning/Community Service		
X	Student Assistance Programs	substance abuse and violence prevention	K-8
X	Tobacco-Use Cessation	substance abuse prevention	K-8
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

**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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Position/Title	Full time equivalent

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

Planada is an elementary district. This section is not applicable

**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.

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1 (High School Graduates)</b>					
<b>5.2 (Dropouts)</b>					
<b>5.3 (Advanced Placement)</b>					

## Additional Mandatory Title I Descriptions

### Additional Mandatory Title I Descriptions

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>The district serves schools in rank order of poverty (using free and reduced lunch counts). Sites above 75% must be funded first. The district uses the grade span option to allow elementary sites to be funded at a higher per pupil amount than the middle school.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span</li> </ul>	
<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	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"> <li>• A comprehensive needs assessment of</li> </ul>	<p>Title I services will be coordinated with other programs to provide assistance to students most at risk of failing to meet state and district standards. The categorical funds are used to support and not supplant the core instructional program. Specific</p>

## Additional Mandatory Title I Descriptions

<p>the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>services are described in each school's Single School Plan for Student Achievement. Activities can include: 1) increased learning time; 2) additional personnel; 3) supplemental support; 4) supplemental materials; 5) intervention programs; and 6) parent outreach and education.</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"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and</li> </ul>	

## Additional Mandatory Title I Descriptions

<p>after school and summer programs.</p> <ul style="list-style-type: none"> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	
<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"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>District Policy specifies criteria for Title I identification. Once a child is identified school sites serve those students with the greatest need as determined through the lowest assessment scores (norm referenced and California Standards Test, and/or CELDT).</p> <p><u>Title I Identification</u></p> <ol style="list-style-type: none"> <li>1. Kindergarten pupils demonstrating mastery of 70% or fewer of the objectives on the Kindergarten Reporting Form and/or meeting 70% or fewer of the objectives listed in the Standards of Expected Pupil Achievement in reading, language, and/or mathematics.</li> <li>2. First grade pupils demonstrating mastery of 95% or fewer of the objectives on the Kindergarten Reporting Form and/or placed</li> </ol>

## Additional Mandatory Title I Descriptions

	<p>below grade level Standards of Expected Pupil Achievement for reading, language, and/or mathematics.</p> <p>3. Second through eight grade pupils scoring below the 50<sup>th</sup> percentile on a standardized reading, language, and/or mathematics test and/or placed in below grade level Standards of Expected Pupil Achievement for reading, language, and/or mathematics.</p> <p>4. English Learners functioning at the Beginning or Early Intermediate levels as determined by the CELDT.</p> <p>5. Special education pupils scoring below grade level in reading, language, and/or mathematics as measured on a standardized achievement battery.</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>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>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address</li> </ul>	<p>The District provides technical assistance to all school sites. Technical assistance includes: 1) assistance in analyzing data; 2) assistance in developing budgets; 3) providing on-going scientifically based research; and 4) developing before school, after school, and summer school programs. Additionally, all school sites participate in a</p>

## Additional Mandatory Title I Descriptions

<p>problems in instruction, parental involvement, professional development and other areas.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>formal review process annually. This review process was recently revised to be a continuum of school support. The type of support provided to a school site depends on the school's growth on the API. Once the definition of AYP is finalized by the California Department of Education, it will be included. The continuum is outlined below.</p> <p><u>Tuning Protocol</u></p> <p>This is used for school sites that have met or made progress toward the overall API target and met or made progress toward the majority of the subgroup API targets.</p> <p>A professional discussion between a district review panel (comprised of Superintendent, site administrators, and outside administrators) and site team (comprised of a parent, teacher, and site administrator) regarding the implementation of the School Plan. The discussion includes: 1) the data that led to the development of each goal; 2) activities that have been implemented; 3) activities that have not been implemented and why; 4) resources allocated to each goal; 5) the potential outcomes and the evidence used to predict them; and 6) any known revisions.</p> <p><u>School Quality Review</u></p> <p>This is used for a school site that did not make progress toward the overall API target, did not make progress toward all of the subgroup API targets, and/or were identified as a Title I, Program Improvement Year 1 or Year 2 school.</p> <p>An external review team (district and outside personnel) conducts a site review for one or two days. The review is based on</p>
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**Additional Mandatory Title I Descriptions**

	<p>rubrics for language arts, mathematics, and effective teaching strategies. It also includes data analysis, classroom observations, and interviews with staff, parents, and students. The external review team presents the findings at a formal exit meeting.</p> <p>The site leadership team conducts their own review which includes examination of data, school practices, school procedures, and the findings from the external review. A summary of findings is developed.</p> <p>Based on the results of the external and internal reviews, the site plan is revised and presented to the district for their review and recommendation for approval to the Governing Board.</p> <p>If a school is identified as a Title I, Program Improvement School, Year 1 the above review and technical assistance will occur within all mandated timelines.</p> <p><u>Immediate Intervention Underperforming Schools Program (IIUSP) and Comprehensive School Reform</u></p> <p>Both programs (state and federal funded) are viable options for a school identified as Title I, Program Improvement, Year 3 School.</p>
<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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</p>	

**Additional Mandatory Title I Descriptions**

<p>transportation, and the right to receive supplemental services.</p>	
<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>	
<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>As noted in the Title II section of this plan the staff development program is coordinated to focus on staff and student needs as identified through the comprehensive needs assessment. The funding sources (Title I, Title II, Part A, Title II, II/USP, HPSG, SIP, EIA, and Instructional Time and Staff Development Reform Program) are used to fund appropriate activities. Each activity must meet the NCLB guidelines – it must be based on scientific research and be on-going. A detailed description of professional development activities can be found on pages 53 through 58.</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><b>Coordination of Educational Services</b></p> <p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local</p>	

**Additional Mandatory Title I Descriptions**

<p>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> <ul style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>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.</li> </ul> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	

## **Part III: Assurances and Attachments**

*Assurances*

*Signature Page*

## **Assurances**

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

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

## **TITLE I, PART D – SUBPART 2**

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

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

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

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

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

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

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

### **TITLE III**

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

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

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

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

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

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

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

**TITLE V, PART A**

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

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

### **Other**

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

**Signature Page**

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Print Name of Superintendent

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Signature of Superintendent

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Date

## LEA Plan Rubric

Required Elements	Location
<b>Instructional Materials: Mathematics</b>	
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:	
<ul style="list-style-type: none"> <li>▪ Identifies core programs currently in place and describes current levels of adoption</li> </ul>	PG 1 Math: 2.a
<ul style="list-style-type: none"> <li>▪ Describes intervention materials currently in place for students working below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level</li> </ul>	PG 1 Math: 3.a PG 1 Math: 9.a PG 1 Math: 9.b
<ul style="list-style-type: none"> <li>▪ Describes how materials are adapted for English learners and students with disabilities</li> </ul>	PG 1 Math: 2.a
2. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by FALL 2009, including steps the LEA will take to:	PG 1 Math: 2.a PG 1 Math: 2.e
<ul style="list-style-type: none"> <li>• Review and/or pilot the materials</li> </ul>	PG 1 Math: 2.b
<ul style="list-style-type: none"> <li>• Purchase the materials (includes identified sources of funds)</li> </ul>	PG 1 Math: 2.c
<ul style="list-style-type: none"> <li>• Distribute all materials to teachers before the beginning of the 2009 school year</li> </ul>	PG 1 Math: 2.d
<b>Instructional Materials: English-Language Arts (ELA)</b>	
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA	
<ul style="list-style-type: none"> <li>▪ Identifies core programs currently in place and describes current levels of adoption</li> </ul>	PG 1 Reading: 2.a
<ul style="list-style-type: none"> <li>▪ Describes intervention materials for students performing below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level</li> </ul>	PG 1 Reading: 2.a PG 1 Reading: 3.a PG 1 Reading: 9.a PG 1 Reading: 9.b
<ul style="list-style-type: none"> <li>▪ Describes differentiated approaches for English learners (universal access materials and other ancillary materials)</li> </ul>	PG 1 Reading: 2.g PG 1 Reading: 5.i PG 1 Reading: 9.d
<ul style="list-style-type: none"> <li>▪ Describes differentiated approaches for students with disabilities (universal access and other ancillary materials)</li> </ul>	PG 1 Reading: 2.g PG 1 Reading: 5.i PG 1 Reading: 9.d
2. The plan clearly outlines the district process to adopt and phase-in the 2008 ELA curriculum by fall 2010, including steps the LEA will take to:	PG 1 Reading: 2.a PG 1 Reading: 2.e
<ul style="list-style-type: none"> <li>▪ Review and/or pilot the materials</li> </ul>	PG 1 Reading: 2.b
<ul style="list-style-type: none"> <li>▪ Purchase the materials (includes identified sources of funds)</li> </ul>	PG 1 Reading: 2.c
<ul style="list-style-type: none"> <li>▪ Distribute all materials to teachers before the beginning of the 2010 school year</li> </ul>	PG 1 Reading: 2.d

Required Elements	Location
<b>Professional Development for Teachers</b>	
1. The plan addresses the professional development needs of all mathematics teachers	
<ul style="list-style-type: none"> <li>▪ Documents the percent of mathematics teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district</li> </ul>	p. 17
<ul style="list-style-type: none"> <li>▪ Documents steps to provide all mathematics teachers with SB 472 training (including the 80 hour practicum) in the newly adopted mathematics curriculum and ensure that all math teachers have completed the training by the fall 2009 materials distribution deadline</li> </ul>	PG 1 Math: 5.c PG 3: 1.a
2. The plan addresses the fundamental professional needs of all ELA teachers	
<ul style="list-style-type: none"> <li>• Documents the percent of ELA teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district</li> </ul>	p. 17
<ul style="list-style-type: none"> <li>• Documents steps to provide and monitor completion of SB 472 for all ELA teachers who have not yet completed the institute and/or practicum</li> </ul>	PG 1 Reading: 5.c PG 3: 1.a
<ul style="list-style-type: none"> <li>• Documents steps to provide all ELA teachers with SB 472 in the new ELA adoption by the fall 2010 distribution deadline</li> </ul>	PG 1 Reading: 5.c PG 3: 1.a
<ul style="list-style-type: none"> <li>• Documents steps to provide and monitor completion of SB 472 English Learner Professional Development (ELPD) for all teachers of English learners by fall 2010</li> </ul>	PG 1 Reading: 5.d PG 1 Math: 5.d PG 3: 1.a
3. Documents steps to ensure that paraprofessionals and/or instructional aides who work with English learners receive specific training in curriculum, instructional methods, and interventions appropriate to English learners	Pg 2 3.d
<b>Professional Development for Administrators</b>	
1. The plan addresses the professional development needs of all administrators	
<ul style="list-style-type: none"> <li>▪ Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district</li> </ul>	p. 17
<ul style="list-style-type: none"> <li>▪ Documents steps to provide and monitor completion of AB 430 training for all administrators who have not completed the institute and/or practicum</li> </ul>	PG 1 Reading: 5.i PG 1 Math: 5.h
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the implementation of English learner programs, principles of second language acquisition, current research on English learners, and catch-up and acceleration programs</li> </ul>	PG 1 Reading: 5.d PG 1 Reading: 5.g PG 1 Reading: 5.i PG 1 Reading: 5.k
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the use of classroom observational tools for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)</li> </ul>	PG 1 Reading: 5.d PG 1 Reading: 5.g PG 1 Reading: 5.i PG 1 Reading: 5.k

Required Elements	Location
<b>Focus on High Priority Students</b>	
1. The plan addresses the fundamental learning needs of English learners	
<ul style="list-style-type: none"> <li>• Documents presence of or actions taken to provide ELD classes</li> </ul>	PG 1 Reading: 1.d PG 1 Reading: 1.g
<ul style="list-style-type: none"> <li>• Documents district policies for placing English learners in ELD classes (as well as policies for exit from ELD)</li> </ul>	PG 2 1.a
<ul style="list-style-type: none"> <li>• Documents instructional delivery strategies that render content comprehensible to students learning English</li> </ul>	PG 1 Reading: 9.d PG 1 Reading: 9.e
2. The plan addresses the fundamental learning needs of students with disabilities	
<ul style="list-style-type: none"> <li>• Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities</li> </ul>	PG 1 Reading 9.f PG 1 Math 9.f
<ul style="list-style-type: none"> <li>• Documents presence of , or actions taken to create, collaboration among general education and special education teachers by grade level or program</li> </ul>	PG 1 Reading 9.g PG 1 Math 9.g
3. The plan addresses the fundamental learning needs of other high priority students	
<ul style="list-style-type: none"> <li>▪ Documents uniform use or development of diagnostic and placement tests to determine students requiring strategic or intensive intervention in English/reading/ language arts and mathematics and to place them in appropriate intervention classes</li> </ul>	PG 1 Reading: 1.b PG 1 Reading: 1.c PG 1 Reading: 1.d PG 1 Reading: 1.e PG 1 Math: 1.b
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in English/reading/language arts and/or mathematics</li> </ul>	PG 1 Reading: 1.f PG 1 Reading: 3.a PG 1 Reading: 3.b PG 1 Reading: 3.c PG 1 Reading: 9.a PG 1 Reading: 9.b PG 1 Math: 1.c PG 1 Math: 3.a PG 1 Math: 3.b PG 1 Math: 3.c PG 1 Math: 3.d PG 1 Math: 3.e PG 1 Math: 9.a PG 1 Math: 9.b PG 1 Math: 9.c
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in English/reading/language arts and/or mathematics</li> </ul>	PG 1 Reading: 1.f PG 1 Reading: 3.a PG 1 Reading: 3.b PG 1 Reading: 3.c PG 1 Reading: 9.a PG 1 Reading: 9.b PG 1 Math: 1.c PG 1 Math: 3.a PG 1 Math: 3.b PG 1 Math: 3.c PG 1 Math: 3.d PG 1 Math: 3.e PG 1 Math: 9.a PG 1 Math: 9.b

Required Elements	Location
	PG 1 Math: 9.c PG 1 Math: 9.b PG 1 Math: 9.c