

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

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

LEA Plan Information:

Name of LEA: **Shandon Joint Unified School District**

County/District Code: **40-68833**

Dates of Plan Duration (should be up to three years): **July 1, 2015 to June 30, 2018**

Date of Local Governing Board Approval: **March 14, 2017**

District Superintendent: **Teresa Taylor**

Address: **101 South 1st Street Box 79**

City: **Shandon**

State: **CA**

Zip: **93461**

Phone: **(805) 238-0286**

Fax: **(805) 238-0777**

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

See Assurances on pages 81. Signatures are required on page 92.

LEA Plan
TABLE OF CONTENTS

TOPIC	PAGE
Part I Background and Overview	Error! Bookmark not defined.....
Background	5
Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring Process	6
Development Process for the LEA Plan.....	7
PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT	10
FEDERAL AND STATE PROGRAMS CHECKLIST	11
DISTRICT BUDGET FOR FEDERAL PROGRAMS	12
Part II The Plan	Error! Bookmark not defined.
Needs Assessment.....	Error! Bookmark not defined.
Academic Performance	Error! Bookmark not defined.
Teacher Quality.....	Error! Bookmark not defined.
School Safety and Prevention	14
Descriptions – District Planning	Error! Bookmark not defined.
District Profile	Error! Bookmark not defined.
Local Measures of Student Performance.....	18
Performance Goal 2.....	36
Performance Goal 3.....	45
Performance Goal 4.....	56
Performance Goal 5.....	71
Additional Mandatory Title I Descriptions.....	73
Part III Assurances and Attachments	81
ASSURANCES	82
SIGNATURE PAGE	92
APPENDIX A	93
California's NCLB Performance Goals and Performance Indicators	93
APPENDIX B	95
Links to Data Web sites	95
APPENDIX C	96
Science-Based Programs	96
APPENDIX D	101
Research-based Activities.....	101
APPENDIX E	102

Promising or Favorable Programs.....	102
--------------------------------------	-----

Part I Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The

duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring

of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

LEA Plan – Comprehensive Planning Process Steps	
✓	
X	<ul style="list-style-type: none">• Measure effectiveness of current improvement strategies
X	<ul style="list-style-type: none">• Seek input from staff, advisory committees, and community members.
X	<ul style="list-style-type: none">• Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval (February 9, 2016)
X	6. Monitor Implementation (Ongoing – through June 2018)

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
x	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 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	\$59,736	\$59,736	100%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$14,173	\$14,173	100%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	\$12,231	\$12,231	100%
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	\$72,187	\$72,187	0
McKinney-Vento Homeless Education	0	0	0	0
Special Education – Local	0	\$47,129	\$47,129	100%
21 st Century Community Learning Centers	0	0	0	0
Other (describe) REAP	0	\$21,155	\$21,155	100%
Child Nutrition	0	\$224,176	\$224,176	100%
Special Ed Preschool	0	\$2,923	\$2,923	100%
Carl Perkins	0	\$2,786	\$2,786	100%
TOTAL	0	\$456,496	\$456,496	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
State Migrant Education	0	0	0	0
School and Library Improvement Block Grant	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0
High Priority Schools Grant Program (HPSGP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Tenth Grade Counseling	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
Other (describe) Prop 39	0	0	0	0
Educator Effectiveness	0	0	0	0
Lottery	0	\$15,428	\$15,428	0
Special Ed Preschool	0	\$2,923	\$2,923	0
Ag Voc	0	\$13,706	\$13,706	0
TOTAL		\$32,057	\$32,057	0

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence

prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

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

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

District Profile

^a In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Shandon Joint Unified School District is a unique, rural, TK-12th grade District that can offer individualized and challenging learning opportunities for students. The Agriculture Program featuring very strong leadership development, career opportunities, agriculture science and agriculture mechanic curriculum is one of the best in the State of California. The recent reinstatement of the AVID college preparation program, as well as participation in the Success 101 Career Development Dual Enrollment Program offered through Cuesta College gives students even more opportunities for success. The District's ambitious plans to make advanced technology available to both students and the community will undoubtedly boost student achievement in the near future.

The District boundaries include 600 square miles spanning the northeastern corner of San Luis Obispo County and the southeastern corner of Monterey County. There are three school sites composing the District; Shandon High School, Shandon Elementary School, and Parkfield Elementary School. The current District enrollment is 308.

VISION / MISSION

The Shandon Joint Unified School District is committed to providing a quality education in a safe environment, which empowers student with the skills, knowledge, and attitudes necessary for success.

Shandon Joint Unified School District Demographic Data

Enrollment trends over the past three years indicate an increase in overall enrollment averaging about 3%. Hispanic students make up the majority with White students the second largest ethnic group. The number of English Learners fluctuates, the percentage of English Learners remains close to 45%.

Enrollment by Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	1	1	1	0	1	0
Asian	0	0	2	0	0	0
Black or African American	10	5	4	5	2	4
Filipino	1	1	1	0	0	0
Hispanic or Latino	214	210	210	207	213	216
None Reported	8	1	3	3	5	0
Two or More Races	5	7	7	3	3	7
White	71	79	80	64	68	60
Native Hawaiian or Pacific Islander	0	0	0	0	0	0

Enrollment by Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	0.3 %	0.3 %	0.3 %	0.0 %	0.3 %	0%
Asian	0.0 %	0.0 %	0.7 %	0.0 %	0.0 %	0%
Black or African American	3.2 %	1.6 %	1.3 %	1.8 %	0.7 %	1.5%
Filipino	0.3 %	0.3 %	0.3 %	0.0 %	0.0 %	0%
Hispanic or Latino	69.0 %	69.1 %	68.2 %	73.4 %	73.0 %	75%
None Reported	2.6 %	0.3 %	1.0 %	1.1 %	1.7 %	0%
Two or More Races	1.6 %	2.3 %	2.3 %	1.1 %	1.0 %	2.5%
White	22.9 %	26.0 %	26.0 %	22.7 %	23.3 %	21%
Native Hawaiian or Pacific Islander	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0%

Average Daily Attendance (ADA)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ADA	292	236	286	267	281	287

Free And Reduced-Price Meals	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total	72.3 %	67.8 %	64.0 %	75.5 %	64.0 %	78%

English Learners	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total	32.9 %	33.2 %	36.0 %	43.3 %	45.2 %	58%

English Language Acquisition Status	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
English Learner	32.9 %	33.2 %	36.0 %	43.3 %	45.2 %	58%
Fluent English Proficient	11.9 %	13.5 %	12.3 %	11.3 %	9.2 %	N/A
Re-designated FEP	9.4 %	0.0 %	1.0 %	0.0 %	0.0 %	N/A

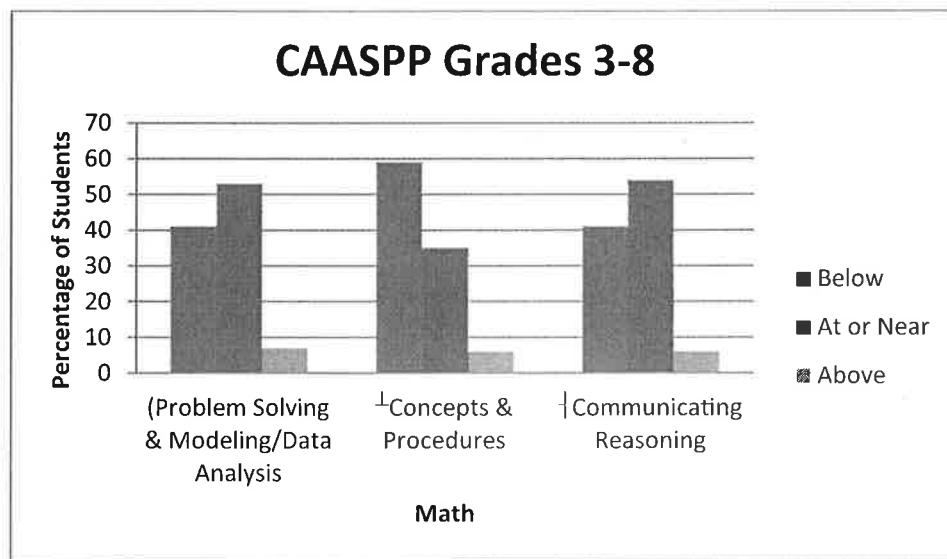
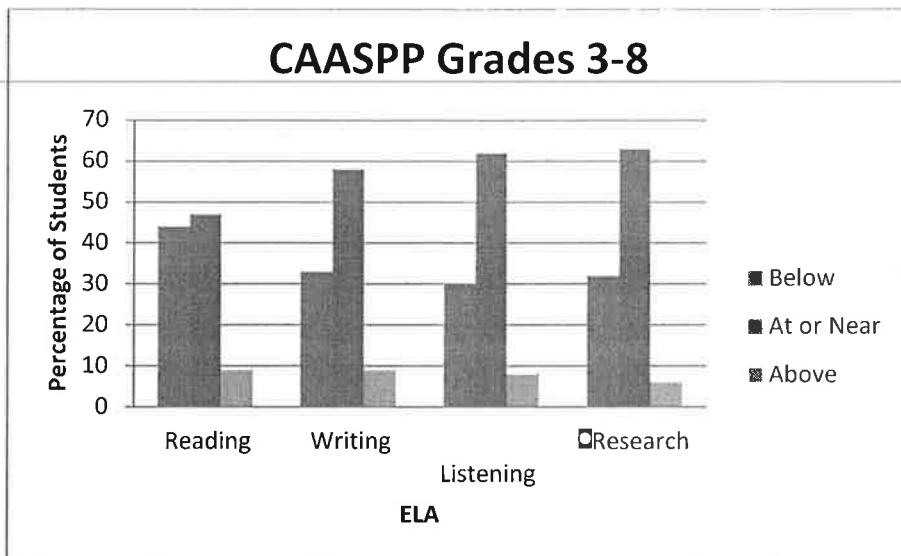
CA High School Exit Exam 10th Grade English Results	2010-11	2011-12	2012-13	2013-14	2014-15
District	57.0 %	81.0 %	Redacted	79.0 %	87%
County	88.0 %	88.0 %	87.0 %	88.0 %	88%
State	82.0 %	83.0 %	83.0 %	83.0 %	85%

CA High School Exit Exam 10th Grade Mathematics Results	2010-11	2011-12	2012-13	2013-14	2014-15
District	62.0 %	76.0 %	Redacted	84.0 %	80%
County	88.0 %	89.0 %	88.0 %	89.0 %	89%
State	83.0 %	84.0 %	84.0 %	85.0 %	85%

Cohort Graduates	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
District	90.5 %	96.0 %	88.0 %	100.0 %	100%	100%
County	87.3 %	87.7 %	88.7 %	89.3 %	89.6%	89.9%
State	77.1 %	78.9 %	80.4 %	81.0 %	82%	83%

California English Language Development Test (CELDT)

The number of English Learners has increased at Shandon from 32.9% of enrollment in 2010-2011 to 58% in 2015-2016. The last three years of data shows that we continue to meet the defined targets, based on the CELDT, in students making their annual growth targets and students attaining English proficiency. This includes meeting the targets for students. The District is renewing its efforts to identify students for reclassification.



California English Language Development Test (CELDT)

The number of English Learners has increased at Shandon from 32.9% of enrollment in 2010-2011 to 58% in 2015-2016. The last three years of data shows that we continue to meet the defined targets, based on the CELDT, in students making their annual growth targets and students attaining English proficiency. This includes meeting the targets for students. The District is renewing its efforts to identify students for reclassification.

Alternative Education Performance Goal 1: Increase academic rigor and learning for all students. The number of students reaching grade level reading will increase by 10%.

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide professional development in California Standard English Language Arts and English Language Development to include instructional strategies and practices.	Shannon Kepins	Professional Development	\$15,000	LCFF
Implement and refine ongoing assessments, establish quarterly benchmarks, and use to measure student learning.	Shannon Kepins	None	No Cost	Title I
Use of paraprofessionals and instructional assistants in classrooms as needed. Multiple periods of reading ELD offered to identified students.	Shannon Kepins	Classified staff	\$40,000	
Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.	Shannon Kepins	None	No Cost	LCFF
Employ a Reading Specialist for grades K-8.	Shannon Kepins	Certificated Staff	\$45,000	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards The District will take the following steps to align instruction with CSS for all students by: <ul style="list-style-type: none">• Adopting and purchasing standards-based core and intervention ELA instructional and supplemental materials1. District personnel conducts study of SBE adopted materials and determines if additional materials are needed2. Leadership team selects publisher and text3. Publisher provides trainings for teachers, support staff and administrators4. Implement program with fidelity<ul style="list-style-type: none">• Providing teacher training in the implementation of an instructional model/strategy using the above-mentioned instructional materials	1&2. Leadership Team December –June 2015-16 3. Pub./Teachers August 2016 4. All Teachers	Instructional Material Cost \$11,482	\$8,000	LCFF Educator Effectiveness Publisher Professional Developer
2. <u>Use of standards-aligned instructional materials and strategies:</u> • Teachers will use state and local assessment results to place students in the correct ELA courses and provide appropriate instruction	All Teachers August 2016	Early Release Days	None	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers will implement CCS newly adopted instructional materials Regular benchmark assessment results will serve to form instruction and determine appropriate interventions (re-teaching, remediation, acceleration). Teachers will be trained in effective teaching strategies such as differentiation, student grouping, re-teaching, learning modalities using locally adopted core and supplemental materials. Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms. Formative and summative standards-based assessments will be utilized. Teachers will routinely and collaboratively examine assessment results and student work to monitor progress and determine appropriate placement. 	All Teachers Daily, beginning August 2016 All Teachers Trimester, beginning August 2013 All Teachers Beginning August 2016 Administrators Beginning September 2016 Teachers Beginning September 2016	None None SLOCOE PD/ Early Release Days None	None None None None Early Release Days	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. <u>Extended learning time:</u>				
Employ a Reading Specialist for grades K-8. Maintain K-12 Independent study program Maintain or increase credit recovery option at the High School and ongoing course availability.	Shannon Kepins 2015-2016 Teresa Taylor Teresa Taylor	Staff Salary Staff Salary Online courses	\$45,000 \$30,000 \$5,000	LCFF LCFF LCFF
4. <u>Increased access to technology:</u> Access current technology, develop and prioritize purchases to increase accessibility to research-based supplemental materials and resources. <ul style="list-style-type: none"> • Provide up to date computers, as needed, in order to allow access to supplemental instructional materials and on-line resources. • Increase Internet speeds at school sites as needed to ensure proper operation of supplemental on-line programs. • Promote teacher use of the Internet to access ELA and ELD resources and topics in order to assist teachers in successfully teaching all students. 	Leadership Team IT Department 2015-2018	Hardware Infrastructure	\$40,000 None	BIIG Grant and One Time Mandate Revenue \$40,000 None

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials.	<ul style="list-style-type: none"> Administrators and teachers will participate in ongoing ELA/ELD training. Teachers will participate in training on the use of state and local board adopted instructional core and supplemental materials with an emphasis on CSS ELA. Teachers and paraprofessionals will participate in Professional Learning Communities to collaboratively analyze state and local assessment results and student work to inform instruction. Coordinate monthly staff meetings to disseminate information related to student achievement and program improvement. 	Shannon Kepins 2015-2016 August 2016 Beginning August 2016 Monthly early-release days Leadership Team Ongoing Coordinator	\$500 Publisher PD None None	LCFF
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Required advisory groups will be established to represent all subgroups with regard to ELA		Leadership/Staff	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Maintain a School Site Council comprised of staff, parent(s), students and community members which: - Receives reports on student assessment results - Communicates the results to the school community - Contributes input on how to improve the school's ELA program SJUSD will send each parent his or her student's individual assessment results, with an explanation of how to interpret them. Parent Notification of identification/assessment is sent in Spanish and English.	None	None	None	Title I Program Costs Ongoing School Year Leadership Materials Supplies Mailings Translator Time \$3,000 LCFF

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Translation is provided as needed.	None SJUSD will continue collaboration with parents and IEP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school programs, and middle school to high school programs, and high school to college/career. SJUSD will continue to develop, by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents, and the student that plans for graduation and transition to the adult world including college/career.	None No Federal or State Categorical Funds will be used for these items	Accountability Director 2015-2018 Accountability Director 2015-2018	
8. Monitoring program effectiveness: SJUSD and school administration will fully support the Public School Accountability Act. SJUSD will participate in the California Assessment of Student Performance and Progress (CAASPP)				25

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Test data will be used to inform instruction, and drive changes in ELA instructional practices where needed.	Accountability Director 2015-2018			
Teachers will regularly examine student work to: determine mastery of California Standards or ELA standards, inform instruction, drive changes in reading instructional practices, and provide re-teaching where needed.	Principal Teachers 2015-2018			
Regular evaluation of certificated and classified staff per union contracts.	Administrators 2015-2018			
Administrator walk-throughs and classroom observations will be used to monitor the effectiveness of the Core and Intervention ELA programs.	Administrators Teachers 2015-2018			
9. <u>Targeting services and programs to lowest-Performing student groups:</u>				
Staff will continue to identify students performing below grade level, and provide appropriate intervention using state and locally approved materials.	Teachers Ongoing	Regularly scheduled PLCs	No Cost (Paraprofessionals costs already identified)	
Use of paraprofessionals and instructional assistants in classrooms as needed. Multiple periods of reading ELD offered to identified students.				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers will use differentiated, scaffolding, re-teaching, instructional strategies, and English Language Development designated and integrated time, to provide for the individual reading needs of identified students.				
10. <u>Any additional services tied to student academic needs:</u> Provide a library consultant to help determine a plan for improving the Elementary and High School Library including purchasing new books.	Teresa Taylor	Consultant Contract	\$17,000	Donations

Planned Improvement in Student Performance in Mathematics

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

Performance Goal 1: The number of students reaching proficiency will increase by 10%. Baseline for 2014-15: 19% are proficient based on CAASPP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards <p>SJUSD will take the following steps to align instruction with CSS for all students by:</p> <ul style="list-style-type: none"> • Use of placement assessments are used to place students in correct intervention courses • Implement program with fidelity • Use publisher provided assessments to ID students to transition to core math program • Revising pacing guides to include course descriptions for SBE and local board approved core and supplemental materials • Providing teacher training in the implementation of instructional strategies using the above-mentioned instructional materials • Providing training to administrators in how to coach, supervise, and evaluate teachers using the newly adopted instructional materials • Teacher's lessons will specifically reference to students CSS Mathematics and objectives being addressed 	All Teachers / ongoing All Teachers Quarterly Leadership Team May – August 2016 All Teachers August 2015 All Administrators August 2015 Beginning August 2015	None None Leadership Team May – August 2016 All Teachers August 2015 All Administrators August 2015 Beginning August 2015	None None Leadership Team May – August 2016 All Teachers August 2015 All Administrators August 2015 Beginning August 2015	None None Leadership Team May – August 2016 All Teachers August 2015 All Administrators August 2015 Beginning August 2015

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Teachers will use state and local assessment results to place students in the correct math courses. Teachers will implement CSS Math and newly adopted instructional materials. Regular benchmark assessment results will serve to inform instruction and determine appropriate interventions (re-teaching, remediation, acceleration). Teachers will be trained in effective teaching strategies such as differentiation, student grouping, re-teaching, learning modalities using locally adopted core and supplemental materials. Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms. 	All Teachers Ongoing and upon new student enrollment All Teachers Daily, beginning August 2015 All Teachers Quarterly, beginning August 2015 All Teachers Beginning August 2015 Administrators Beginning September 2015	Early Release Days None Early Release Days None Early Release Days None	\$10,000 Professional Development \$10,000 None Early Release Days	LCFF None None

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Formative and summative standards-based assessments will be utilized. Teachers will routinely and collaboratively examine assessment results and student work to monitor progress, form instruction and determine appropriate placement. 	Teachers Beginning September 2015			
3. <u>Extended learning time:</u>				
	Paraprofessional 2015-2016	\$7,000		YMCA Donation
	Teachers 2015-2016			
	Teachers	\$2,000		LCFF
	Teresa Taylor	\$30,000		LCFF
4. <u>Increased access to technology:</u>				
	Access current technology, develop and prioritize purchases to increase accessibility to research-based supplemental materials and resources.			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Provide up to date computers, as needed, in order to allow access to supplemental instructional materials and on-line resources. Increase Internet speeds at school sites as needed to ensure proper operation of supplemental on-line programs. Promote teacher use of the Internet to access ELA and ELD resources and topics in order to assist teachers in successfully teaching all students. 	<p>Leadership Team IT Department 2015-2018</p> <p>All Teachers Leadership</p>	<p>Hardware Infrastructure</p> <p>None</p>	<p>\$40,000</p> <p>None</p>	<p>BlIG Grant and One Time Mandate Revenue \$40,000</p>
<p>5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u></p> <ul style="list-style-type: none"> Administrators and teachers will participate in ongoing ELA/ELD training. Teachers will participate in training on the use of state and local board adopted instructional core and supplemental materials with an emphasis on CCSS ELA. 	<p>Shannon Kepins 2015-2016</p> <p>August 2016</p>	<p>SLOCOE PD</p> <p>Publisher PD</p>	<p>\$500</p> <p>\$1,500</p>	<p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers and paraprofessionals will participate in Professional Learning Communities to collaboratively analyze state and local assessment results and student work to inform instruction. Coordinate monthly staff meetings to disseminate information related to student achievement and program improvement. 	<p>Beginning August 2016 Monthly early-release days</p> <p>Leadership Team Ongoing</p>	<p>None</p> <p>Coordinator</p>	<p>None</p> <p>None</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Required advisory groups will be established to represent all subgroups with regard to ELA achievement.</p>			<p>Leadership/Staff</p> <p>None</p>	<p>Maintain a School Site Council comprised of staff, parent(s), students and community members which:</p> <ul style="list-style-type: none"> - Receives reports on student assessment results - Communicates the results to the school community - Contributes input on how to improve the school's ELA program

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
SJUSD will send each parent his or her student's individual assessment results, with an explanation of how to interpret them. Parent Notification of identification/assessment is sent in Spanish and English.	Shannon Kepins Ongoing School Year Leadership	Program Costs Materials Supplies Mailings	\$8000 \$4,844	Title I
Parents are notified of the availability of free Supplemental Ed Service (SES). Support parent outreach through multiple communication processes (student/parent handbook, newsletters, mailings, phone calls, parent information meetings). Translator/Interpreter to assist with communication of Spanish speaking families, parent outreach, referrals to outside agencies, gas and childcare.	Ongoing Leadership	Translator Time	\$1,000	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Translation is provided as needed.	None	None	None	SJUSD will continue collaboration with parents and IEP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
programs, and middle school to high school programs, and high school to college/career.	SJUSD will continue to develop, by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents, and the student that plans for graduation and transition to the adult world including college, community, and career environments.			
8. <u>Monitoring program effectiveness:</u>	<p>SJUSD and school administration will fully support the Public School Accountability Act.</p> <p>SJUSD will participate in the California Assessment of Student Performance and Progress (CAASPP)</p> <p>Test data will be used to inform instruction, and drive changes in Math instructional practices where needed.</p> <p>Teachers will regularly examine student work to: determine mastery of CSS Math standards, inform instruction, drive changes in reading instructional practices, and provide re-teaching where needed.</p> <p>Regular evaluation of certificated and classified staff per union contracts.</p>	<p>Accountability Director 2015-2018</p> <p>Accountability Director 2015-2018</p> <p>Accountability Director 2015-2018</p>	<p>No Federal or State Categorical Funds will be used for these items</p>	<p>Administrators 2015-2018</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Administrator walk-through and classroom observation will be used to monitor the effectiveness of the Core and Intervention Math programs.	Administrators Teachers 2015-2018			
9. <u>Targeting services and programs to lowest-performing student groups:</u>				
Staff will continue to identify students performing below grade level, and provide appropriate intervention using state and locally approved materials. Use of paraprofessionals and instructional assistants in classrooms as needed.	Teachers Ongoing Regularly scheduled PLCs	No Cost (Paraprofessionals costs already identified)	\$17,000	Donations
Teachers will use differentiated, scaffolding, re-teaching, instructional strategies to provide for the individual Math needs of identified students.	Teresa Taylor	Consultant Contract		
10. <u>Any additional services tied to student academic needs:</u>				
Provide a library consultant to help determine a plan for improving the Elementary and High School Library including purchasing new books.				

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none">a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:<ul style="list-style-type: none">Meeting the annual measurable achievement objectives described in Section 3122;Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); andAnnually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1).	<p>1. a.</p> <ul style="list-style-type: none">• Integrated and designated ELA/ELD instruction provided to students using SBE and local board approved ELD core and supplemental materials• SDAIE techniques and differentiated instruction provided across core subjects <p>b.</p> <ul style="list-style-type: none">• Purchase of SBE and local board approved textbooks and materials to deliver integrated and designated ELD <p>c.</p> <ul style="list-style-type: none">• CELDT and CAASSP scores reviewed and used to refine program and support• Use of embedded assessments, defined district benchmarks• Use of local assessments

Required Activities

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEP 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"> • English proficiency; and Academic achievement in the core academic subjects <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 	<p>d.</p> <ul style="list-style-type: none"> • Parent Notification of identification/assessment is mailed in English and Spanish • Parent/Guardian discussion at enrollment meeting • Parent/Guardian participation in SSC and ELAC <p>2.</p> <ul style="list-style-type: none"> • Use of SBE and local board approved texts and instructional materials for English Learners • CELDT scores and ELD benchmarks • Assess and develop instruction based on student need • Integrated and designated ELD instruction through credentialed teachers. • Publisher provided diagnostic/placement/assessment <p>3.</p> <ul style="list-style-type: none"> • All teachers have EL authorization • SDAIE training for teachers • Academic Language training for teachers • Professional Development in integrated and designated ELD • Professional Development on analysis of student data/student achievement • Professional Development in Common Core implementation

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>4. Upgrade program objectives and effective instructional strategies.</p> <p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. <p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>
	<p>If yes, describe: Marzano's Academic Vocabulary SDAIE Scaffolds for Supporting English Language Learners within Common Core Standards</p> <p>If yes, describe: Provide designated and integrated ELD instruction through the classroom teacher</p> <p>If yes, describe:</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
		If yes, describe:	
7.	Improve the English proficiency and academic achievement of LEP children.	Yes	Provide designated ELD instruction and additional support through Para-educators
8.	Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –	Yes	<p>If yes, describe:</p> <p>Adult ESL Classes</p> <p>Kindergarten Parent Education Meeting</p>
	<ul style="list-style-type: none"> a. To improve English language skills of LEP children, and b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 		
9.	Improve the instruction of LEP children by providing for –	Yes	<p>If yes, describe:</p> <p>Daily computer classes to provide technology training, educational and career research</p> <p>Differentiated instruction in Mathematics provided through ALEKS - Assessment and Learning</p>
	<ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials; b. Access to, and participation in, electronic networks for materials, training, and communication; and c. Incorporation of the above resources into curricula and programs. 		
10.	Other activities consistent with Title III.	No	If yes, describe:
Allowable Activities			

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. 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"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; 	<p>1. a.</p> <ul style="list-style-type: none"> • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • Criteria based on CDE guidelines for EL identification <p>b.</p> <ul style="list-style-type: none"> • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • Criteria based on CDE guidelines for EL identification • IEP team determination <p>c.</p> <ul style="list-style-type: none"> • Parent Notification and Student Placement Form describes the following program options: SEI, SDAIE, and mainstream academic instruction. The designated program for the student is indicated. <p>d.</p> <ul style="list-style-type: none"> • Core content areas are listed for the respective placement of each student • Written procedures are given to parents

Required Activity

	<p>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;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>e.</p> <ul style="list-style-type: none"> • Students will enroll in grade appropriate courses • State and local board adopted texts and instructional materials that support ELA and ELD are used • Language/fluency objectives are included in IEPs <p>f.</p> <ul style="list-style-type: none"> • The exit requirements are specified on the parent notification, along with the expected rate of transition and graduation <p>g.</p> <ul style="list-style-type: none"> • The IEP team discusses all student needs with parents at interim, annual, and triennial meetings in the parents' primary language <p>h.</p> <ul style="list-style-type: none"> i. <ul style="list-style-type: none"> • Parent Notification Letter (sent in Spanish and English) • includes options for placement and are translated into primary language • Interpreters are provided for oral communication with parent ii. <ul style="list-style-type: none"> • Parent Notification Letter includes an option to decline or select another instructional method • Interpreters are provided for oral communication with parent iii. <ul style="list-style-type: none"> • Interpreters are provided for oral communication with parent • Parent explanation is provided in Spanish and English
--	---	--

Required Activity

<p>Note: Not later than 30 days after the beginning of the school year notifications must be provided to parents of students enrolled since the previous school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Notification is provided to parents of student enrolled not later than 30 days after the beginning of the school year. For students who enroll after the first of the year, notification takes place within 2 weeks of placement</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>Parents are notified if the LEA fails to make progress on the annual measurable achievement objects (AMAOs) not later than 30 days after such failure occurs.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III immigrant funding, complete this table (per Sec. 3115(e)).	Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	If yes, describe:
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>No</p> <p>If yes, describe:</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>No</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>No</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>No</p> <p>If yes, describe:</p>

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 315(e)).	Description of how the LEA is meeting or plans to meet this requirement.
	Allowable Activities
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:	<p>No</p> <p>If yes, describe:</p> <p></p>
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:	<p>No</p> <p>If yes, describe:</p> <p></p>
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:	<p>No</p> <p>If yes, describe:</p> <p></p>

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>STAFF:</p> <p>Scientific research based staff development.</p> <p>Staff development to build capacity of teachers in ELA/ELD, designated and integrated ELD</p> <p>Staff development is focusing on all students: differentiation.</p> <p>Staff development addresses the diverse needs of all students, i.e., focus on special needs of all significant sub groups.</p> <p>Targeted staff development to develop understanding of CAASSP</p> <p>Staff development building teacher technology literacy.</p> <p>Implementation of Thinking Maps within instructional model</p> <p>ADMINISTRATOR: Administrators participate in all staff development activities with teachers.</p> <p>PARAPROFESSIONALS: Targeted training for paraprofessionals.</p>	<p>STAFF:</p> <p>Staff development on the proper implementation of previously and newly purchased core and intervention materials</p> <p>Staff development on the proper implementation of newly purchased and adopted Math Core and intervention materials at all grade levels, looking at vertical articulation of standards.</p> <p>Building formative assessment practices into lesson planning and unit development.</p> <p>Data analysis training on how to collect, disaggregate, and analyze data to drive instruction and staff development</p> <p>Staff Development training in implementing new technologies in the classroom for teaching and learning</p> <p>ADMINISTRATOR: Future training to support the identified needs of teachers and paraprofessionals based on student achievement needs.</p> <p>Outreach and collaboration with local educational agencies to provide training</p>

STRENGTHS	NEEDS
	<p>for the specific needs of small schools</p> <p>PARAPROFESSIONALS: Training to ensure that paraprofessionals meet NCLB highly qualified paraprofessional requirements.</p> <p>Continued training in content and strategies to support student achievement needs.</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All SJUSD teachers are highly qualified in the core curricular areas.</p> <p>Leadership team will plan and implement targeted professional development for staff in implementing research-based best practices for delivering a consistent core curriculum.</p> <ul style="list-style-type: none"> • District-adopted core curriculum program including CSS-aligned supplementary materials • Intervention programs and materials • ELA/ELD framework • Development and use of placement/diagnostic, formative, and summative assessments, CAASSP <p>Teachers will use collaboration time to analyze formative assessment data, discuss best practices, and develop plans to meet specific subgroup needs</p>	<p>Beginning August 2015 Leadership Team Teachers</p>	<p>Planning</p>	<p>All PD related expenditures are noted in Goal #1</p>	<p>Monthly Collaboration</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:	<p>The SJUSD Leadership Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.</p>	<p>SJUSD Leadership Team</p>	<p>All PD related expenditures are noted in Goal #1</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 students from other students:</p> <p>Staff development will have impact by changing teacher instructional practices and behavior in a manner that increases student learning as measured by pre and post academic measurement. Teachers will learn to analyze</p>	<p>SJUSD Leadership Team</p>	<p>All PD related expenditures are noted in Goal #1</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction.</p> <p>Positive Behavior supports will be embedded into the curriculum to maximize student engagement.</p> <ul style="list-style-type: none"> • How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs; 	<p>SJUSD Leadership Team</p>	<p>All PD related expenditures are noted in Goal #1</p>		
<p>Professional development activities will address staff needs assisting all students to demonstrate academic growth. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, working with students' families, and other topics required by funding sources will be addressed.</p> <p>All available local state and federal fiscal resources for staff development will be coordinated to improve the knowledge of teachers and administrators in the following need areas:</p> <ul style="list-style-type: none"> • Academic subjects. • Effective instructional strategies aligned to State content and academic standards and assessments. 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>• Improve the knowledge of teachers and administrators in the following need areas:</p> <ul style="list-style-type: none"> • Training to address the needs of different learning styles and students with disabilities/special needs. • Training on intervention materials and methods to improve student achievement, including materials and strategies for English Learners. • Training on strategies to improve parent involvement, especially parents of English Learners. • Training on using data to improve classroom practices and student learning <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>The following professional development activities will be made available to teachers and Administrators:</p> <ul style="list-style-type: none"> • Training on CSS in ELA/ELD and Mathematics. • Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning next steps • Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of ELA/ELD and math. 				All PD related expenditures are noted in Goal #1

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Administrators' professional development will combine leadership roles in supporting standards implementation, organization and management for continuous improvement, while addressing diverse needs of students, particularly students in the lowest-performing groups. • Additional Administrators professional development will include positive leadership and mentoring strategies, how to keep teachers motivated, and building a positive culture of community at each School site. • Training on the use of data and appropriate research based strategies to address diverse needs of students in order to close the achievement gap. • Training in Thinking Maps implementation 	<p>Professional development needs of teachers and administrators will be met in the following ways:</p> <ul style="list-style-type: none"> • Regularly scheduled collaboration time embedded within the instructional week. • Calendared Staff development days. • Release time and incentives to attend workshops, classes, and institutes. • Use trained teachers to provide staff development, coaching, mentoring. 			
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				

Please provide a description of: technology into curricula and instruction to improve teaching, learning, and technology literacy:	Persons Involved/ Timeline State, federal, and local funds will be integrated to ensure that the County professional development plan includes technology-related activities linked to County and school trainings that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	Related Expenditures Technology Department Teachers Leadership Team	Estimated Cost All PD related expenditures are noted in Goal #1	Funding Source All PD related expenditures are noted in Goal #1
<p>7. How students and teachers will have increased access to technology and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)</p> <p>SUUSD will further the use of new technology in the classroom by acquiring new technology and provide ongoing training. New Technologies will include:</p> <ul style="list-style-type: none"> • On-line, publisher provided assessments, extension, and re-teaching lessons • On-line learning programs for course completion and credit recovery <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>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Use of ELAC, SSC, and the management team was used to develop and update the LEAP. Professional Development is a strong focus of the team. These groups will continue to meet on a regular basis to discuss, determine, plan, and monitor future professional development activities. State and federal mandates will be addressed and Professional Development will be implemented to address these identified areas.</p> <p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration time focuses on selecting benchmark assessments for key essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Staff development days focus on practicing core research-</p>	<p>Teresa Taylor</p>	<p>Meeting Time</p>	<p>No Cost</p>	<p>No Cost</p>
		<p>Teachers Leadership Team</p>	<p>Early Release Days</p>	<p>Teachers Training</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement; also includes planning for addressing diverse student needs, student behavior management, and working with families.	Leadership Team	All PD related expenditures are noted in Goal #1		
Focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system are provided. Teachers will engage in daily guided practice and team coaching in one or more of the following: ELA/ELD and mathematics.	Teachers Leadership	Training Early Release Days	All PD related expenditures are noted in Goal #1	
Administrator's professional development will combine the leaders' roles in supporting standards implementation, improvement with behavior management, working with students' families, and addressing diverse needs of students.	Administration	Training	All PD related expenditures are noted in Goal #1	
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:	Human Resources	No Cost		

Please provide a description of: state administered course- specific exams.	Persons Involved/ Timeline New teachers will participate in the Teacher Induction Program. This program offers intensive, targeted on-site mentoring/coaching by teacher experts.	Related Expenditures	Estimated Cost	Funding Source
		No Cost		

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>SJUSD provides the following support services:</p> <ol style="list-style-type: none">1. Paraprofessionals for academic support2. Safe School Plan individualized for each school site3. Radios and cell phones4. Drug/Alcohol Counselors5. School site nurse or LVN	<p>SJUSD would benefit from:</p> <ol style="list-style-type: none">1. Specialized parent education to assist parents in understanding their student needs and development2. Analyze attendance data and refine SARB process3. Positive behavior supports4. Refinement of anti-bullying program5. RTI program refinement

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

Although SDFSC and TUPE funding has been eliminated, school sites review and revise their School Safety Plan annually and disseminate Student/Parent Handbooks detailing current behavioral, dress code, and other social-emotionally related policies.

Providing access to educational technology continues to be a major component in assisting students by individualizing their learning and providing computer skills necessary for career readiness.

Site-based nurses (or LVN's) coordinate health screenings, flu-shot clinics, provide health related counseling and referral services (dental, vision, pregnancy testing, etc.) and coordinate an annual health fair for all students.

Analyze attendance data and refine attendance plan including implementation of SARB.

Design and maintain comprehensive RTI model at all sites that adequately address the needs of students.

Increase participation in school site leadership teams with superintendent to address climate/culture needs.

Provide appropriate education options for parents in areas identified as needed such as ELD and technology skills.

Increase and refine opportunities for school based involvement of parents and community.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">• A Safe School Plan is implemented and reviewed annually at each site.• All activities are based on objective data collected from the County Level CHKS (California Healthy Kids Survey) and information from School Crime Reports, Suspension, Attendance and Truancy data.	<ul style="list-style-type: none">• Staff have requested professional development in Anti-Bullying (strategies)• Clarification of roles – school, parents, mental health and probation in truancy reduction• Improved attendance data tracking through SARB

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

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

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

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

All data provided is based on county-wide results as SJUSD is too small to provide district results (Need 25 or more responses).

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: May 2014	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 5%	64%	59%
The percentage of students that have used cigarettes daily within the past 30 days will decrease biennially by: 5%	19%	14%
The percentage of students that have used marijuana will decrease biennially by: 5%	80%	75%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 5%	52%	47%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 5%	56%	51%
The percentage of students that feel safe at school will increase biennially by: 5%	Very Safe: 32% Safe: 36%	Strongly: 34% Agree: 39%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 2%	11%	9%

Truancy Performance Indicator

<p>The percentage of students who have been truant will decrease annually by 10% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	30/day	27/day
---	--------	--------

Protective Factors Performance Measures from the California Healthy Kids Survey W: White H/L: Hispanic/Latino All: All	Most recent date: 2013-2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high or moderate levels of caring relationships with a teacher or other adult at their school will increase biennially by:	Data N/A	Data N/A
The percentage of students that report high or moderate levels of high expectations from a teacher or other adult at their school will increase biennially by:	Data N/A	Data N/A
The percentage of students that report moderate or high levels of opportunities for meaningful participation at their school will increase biennially by:	Data N/A	Data N/A
The percentage of students that report moderate or high levels of school connectedness at their school will increase biennially by:	Data N/A	Data N/A

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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
Project Alert	ATODV	7-12	80	2006	UNK	January 2016

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		K-8
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	ATODV	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	School Policies	ATODV	K-12
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV	K-12
	Tobacco-Use Cessation		
	Positive 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 through 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
N/A						

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.

Project Alert curriculum has been the available program at SJUSD.

It has been difficult to assess whether curriculum has made an impact on student knowledge, use, or perceived harm due to limited implementation.

Since the inception of the CHKS (California Healthy Kids Survey), school districts in San Luis Obispo County decided to focus on county-wide data dissemination, to support the philosophy that "all students are our students." For this reason, districts in SLO County selected the same middle and high school curriculums, and use CHKS data to analyze 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.

The CHKS (California Healthy Kids Survey) data is reviewed at an all-staff meeting. Although CHKS data is helpful, it is considered trend data, and has little impact on decisions for ATODV teaching.

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 results availability.

All students participate in completing the CHK (California Healthy Kids) Survey. However, due to the small number of students at SJUSD, the results are compiled in the county-wide data. SLO County Office of Education has coordinated a county-wide administration of the CHKS during the first semester of the odd-numbered school years since 1999.

The SLO County CHKS data is presented at agency meetings (Tobacco Coalition, Drug and Alcohol Services-Prevention and Behavioral Health), and can be found on the SLO County Office of Education website. CCS and JCS staff participates in the CSCS (California School Climate Survey) and reviews relevant data at staff meetings and in-services.

The TUPE County Coordinator is available to make presentations (School Site Council, agency, and school board presentations) upon request.

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])

Although SDFSC funding has been eliminated, a limited number of students are served by SLO County Mental Health Therapists with the costs by grants. Additional counseling services are provided by Drug and Alcohol counselors and supported with grants.

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.

Title IV and TUPE funding has been eliminated. Local agencies (Asset Development Network, Dept of Public Health, Drug and Alcohol Services-Behavioral Health Division, CAPSLO (Community Action Partnership – San Luis Obispo County) have partnered with the SLO County Office of Education to meet the social-emotional needs of our students in the absence of these funds.

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.

Title IV and TUPE funding has been eliminated. School sites provide parents with multiple opportunities to be involved in their student's education by attending advisory committee meetings (School Site Council or DELAC), attending parent conference meetings, or setting up an appointment with school site staff. Parent notifications are distributed (in English and Spanish) via mail can be accessed on the SJUSD website, or a print copy can be read in the school office.

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 entitlement funding has been eliminated. However, the school nurses have a system for addressing suspected student pregnancies. Students with a negative pregnancy test receive health counseling (information about high risk behaviors, drug, alcohol, and tobacco use, using birth control and multiple partner health risks). Referrals are made for birth control and STI testing. Students can be referred to TAPP and assigned a case worker who assists with insurance information and communicates with school nurses.

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
Not Applicable	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> Upon enrollment, students will meet to review credits and develop a graduation plan. <p>Interventions are determined based on progress towards graduation</p>	All Students	Teachers Administration School Psychologist Parents/ Families	SJUSD will continue to support a high graduation rate of 100%	Integrated Funding Sources
5.2 (Dropouts)	<ul style="list-style-type: none"> Teachers and administrators identify students at risk of dropping out Counseling services are offered to address socio-emotional barriers to graduation 	All Students	Teachers Administration School Psychologist Parents/ Families Ongoing	The dropout rate will be maintained at 0%	Integrated Funding Sources

Performance Indicator	Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.3 (Advanced Placement)	<p>Increase availability of AP/College Prep course offerings by paying fees for students taking AP classes and increase number of College Prep classes offered</p> <p>Increase credit recovery options at High School through summer school and ongoing credit recovery courses offered through the year</p>	<p>9-12</p> <p>9-12</p>	<p>Teresa Taylor/John Svinth August 2015</p> <p>John Svinth/ August 2015</p>	<p>Number of students graduating CSU/UC ready will increase by 10%</p>	<p>CTE Grant</p> <p>LCFF</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none">• Number of children eligible for Free/Reduced Price Lunch programs	SJUSD meets this requirement by using the number of students eligible for Free/Reduced Price Lunch programs to identify schools eligible for Title I funding
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: <ul style="list-style-type: none">• All schools are funded by poverty ranking district wide	Schools are funded by poverty ranking district wide

Additional Mandatory Title I Descriptions (continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "School wide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school wide program authorized under Section 1114, may attach a copy of the School wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School wide, please go to http://www.cde.ca.gov/sp/sw/rt/tasininfo.asp).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none">• Effective methods and instructional strategies based on scientifically-based research.• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.• Instruction by highly qualified teachers.• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.• Strategies to increase parental involvement. <p>Not a TAS</p> <p>Description of how the LEA is meeting or plans to meet this requirement:</p>
---	--

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. <p>The 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>
---	--

Additional Mandatory Title I Descriptions
(continued)

<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">• Assistance in developing, revising, and implementing the school plan.• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively. <p>In 2011-2012, Shandon Elementary entered Program Improvement Year 1 because it was unable to meet all Adequate Yearly Progress (AYP) targets for two consecutive years.</p> <p>The process to address school needs began with staff development and implementation of the California State Standards (CSS). Internal pre-, formative and benchmark assessments will be designed and administered. Teachers will continue to meet regularly in Professional Learning Communities to analyze data and use it to inform future instruction.</p> <p>High quality professional development will be provided to assist teachers in implementation of CSS with a strong focus on ELA/ELD and math. Additionally, professional development in the use of assessments, Thinking Maps, writing, and other supplemental materials is being provided.</p> <p>Because the achievement gap continues between English Learners and all students, a renewed focus needs to be placed on ensuring ELD is consistently provided through integrated and designated instructional time. Increased access to core</p>
--	--

	<p>curriculum will be facilitated by more consistent use SDAIE strategies and Academic Language instruction.</p> <p>SJUSD is reviewing quality ELA/ELD materials for future purchase. Additionally, the need for additional EL support has been identified.</p> <p>This LEA Plan Addendum will focus on ways to fully involve all staff and every student in making informed instructional decisions based on student need. Parent involvement will occur through the School Site Council (SSC) and District English Learner Advisory Committee (DELAC).</p>
--	--

**Additional Mandatory Title I Descriptions
(continued)**

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Shandon Elementary sends out a notification of SES options to all parents twice a year: the first in September and the second in January.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Parents are offered school choice through a contract with a neighboring district. Supplemental Ed Service (SES) is provided through contracts with approved SES providers. Parents are given a choice on which SES provider they wish to use. Eligibility for SES is prioritized based on number of years below grade level and whether or not the student receives free/reduced lunch.

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Three days per year are set aside for teachers and paraprofessional staff development. In addition, weekly early release days provide time for staff development.</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>Parents are informed via letters, newsletters, and the SJUSD website of opportunities for involvement. Teachers maintain close contact with parents via telephone and email to discuss each student's progress. Parent conferences are scheduled twice yearly and as requested by parents. Regularly scheduled award ceremonies are held at the school sites. Parents attend IEP meetings. Parents participate in SSC and DELAC.</p>

**Additional Mandatory Title I Descriptions
(continued)**

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Description of how the LEA 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:	Description of how the LEA is meeting or plans to meet this requirement:
<p>a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</p> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>SJUSD will request student records, with parent consent, for all students who have participated in neglected or delinquent, homeless, limited-English proficient, and children with disabilities programs.</p> <p>Students with disabilities are served from Early Start (birth) through pre-school special day classes before transitioning to county school-age special education programs. Placement decisions are always made by the IEP team.</p> <p>SJUSD connects all foster and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation, if needed.</p>

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) Have the lowest proportion of highly qualified teachers;
 - (B) Have the largest average class size; or
 - (C) Are identified for school improvement under section 1116(b).
 - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
 - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be

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

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

TITLE II, PART D

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

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

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

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

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

TITLE III

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

TITLE IV, PART A

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

this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

- (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

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

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

Teresa Taylor
Print Name of Superintendent

Signature of Superintendent

B-14-17

Date

Marlene Thomason
Print Name of Board President

3-14-17

Date _____

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

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

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

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

- A: <<http://www.californiahealthykids.org>> (California Healthy Kids Resource Center: Research-Validated Programs)
- B: <<http://www.colorado.edu/cspv/blueprints/index.html>> (University of Colorado: Blueprints)
- C: <<http://www.modelprograms.samhsa.gov>> (Center for Substance Abuse Prevention: Model Programs)
- D: <<http://www2.edc.org/msc/model.asp>> (United States Department of Education: Expert Panel)
- E: <<http://www.gettingresults.org>> (Getting Results)

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

School-Based Programs							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10	x					A, D, E
Oliveus Bullying Prevention	K to 8			x			B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8			x		x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x	x				A, B, C, D, E
Project PATHE	9 to 12			x		x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x			C,
Project Toward No Tobacco Use (TNT)	5 to 8	x					A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6			x			A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12				x	x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8			x		x	C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E

School-Based Programs						
	9 to 12			x		
SMART Leaders				x		c
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7		x			c
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x				c,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9			x		c, d,
Too Good for Drugs	K to 12	x	x	x		c

Community and Family-based Programs						
	Intended program outcomes and target setting. See research for proven effectiveness					
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.
Big Brothers Big Sisters	Community		x		x	B, E
Brief Strategic Family Therapy	Families		x		x	B, C,
CASASTART	Community		x	x		B, C, D,
Communities Mobilizing for Change	Community	x		x		C
Creating Lasting Family Connections	Families	x		x		A, C, D,
Families And Schools Together (FAST)	Families			x		C,
Family Development Research Project	Families			x		C
Family Effectiveness Training	Families		x		x	C,
Family Matters	Families	x		x		C
FAN (Family Advocacy Network) Club	Families	x	x	x	x	C
Functional Family Therapy	Families	x	x	x	x	B, E

Community and Family-based Programs						
	Families				x	
Home-Based Behavioral Systems Family Therapy	Parents				x	C
Houston Parent-Child Development Program	Parents				x	C
Multisystemic Therapy	Parents	x	x			B, C, E
Nurse-Family Partnership	Parents	x				B, C,
Parenting Wisely	Parents		x			C,
Preparing for the Drug Free Years	Parents (4 to 7)	x	x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x			B, D, C, E,
Schools and Families Educating Children (SAFE Children)	Families				x	C
Stopping Teenage Addiction to Tobacco	Community	x				C
Strengthening Families Program	Families (4 to 6)	x	x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.							
A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)							
B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)							
C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)							
D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)							
E: < http://www.gettingresults.org/ > (Getting Results)							

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
AI'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment)	Families	x	x	x			C

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Hawaii							
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth and Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B