

(CDE use only)
Application #

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

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

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

LEA Plan Information:

Name of LEA: Thermalito Union School District

County/District Code: 04-61549

Dates of Plan Duration (should be up to three years): July 1, 2014-June 30, 2017

Date of Local Governing Board Approval: July 1, 2014

District Superintendent: Julian Diaz

Address: 400 Grand Avenue

City: Oroville **State:** CA **Zip:** 95965

Phone: 530-538-2900 **Fax:** 530-538-2909

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 beginning on page 51. Signatures are required on page 60.

Part I – Programs and Budget

Federal and State Programs Check List

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

Federal Programs		State Programs	
X	Title I, Part A	X	LCFF Supplemental
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	LCFF Concentration
X	Title III, Limited English Proficient	X	Lottery
X	IDEA, Special Education		

District Budget for Federal Programs

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	\$50,000	\$1,396,365	\$1,252,817	90%
Title II Part A, Subpart 2, Improving Teacher Quality		\$176,334	\$175,824	99%
Title III, Limited English Proficient		\$25,444	\$24,645	97%
IDEA, Special Education		\$143,748	\$143,745	100%
TOTAL	\$50,000	\$1,741,891	\$1,597,031	89%

District Budget for State Programs

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
LCFF – Supplemental/Concentration		\$1,314,603	\$979,889	75%
Lottery		\$209,535	\$115,295	55%
TOTAL		\$1,524,138	\$1,095,184	72%

Part II – The Plan

District Information

Mission Statement

Thermalito Union School District (TUSD) is committed to providing an environment, which allows for the development of attitudes that promote healthful physical, social, and mental habits. This will be accomplished by encouraging ***pride*** in self achievement, ***respect*** and ***responsibility*** toward self and others, ***recognition*** of students and staff, and ***positive relationships*** with young people. We are dedicated to maximizing the professional skills and human potential of every staff member because we recognize that an exemplary staff, working as partners with parents and the community, is the key to student development.

Values

1. Strategies: Lead and follow as stewards of our schools, caring responsibly for our district assets. We will work together to achieve the greatest, long-term benefit for our students and community as a whole.
2. Boundary Crossing and Collaboration: Willing to cross political, social, ethnic, and philosophical boundaries and partner with others to achieve educational outcomes. We will lead beyond the walls to create an inclusive, cohesive district through partnership and collaboration.
3. Commitment to Outcomes: Take responsibility for tasks and achieving specified outcomes. We are committed to staying involved until the tasks are completed.
4. “Art of the Possible” Thinking: Believe that anything is possible. We will envision success without limitations and then backward map specific, attainable strategies for achieving that vision.
5. Fact-Based Decision Making: Base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas. We will seek to get to the heart of the matter and recognize that facts without context can be misleading.
6. Truth Telling: Value the empowerment of everyone involved, along with all community stakeholders, to honestly and forthrightly share all knowledge, experiences, and insights relative to the work at hand. We all share the responsibility for maintaining the truth telling standard.
7. Power Parity: Respect all persons and recognize that there are diverse viewpoints. Positional power will not determine a strategy or preferred outcome; merit will. Viewpoints from diverse constituencies will be proactively sought to ensure the best outcomes for the community.
8. Commitment to Resolving Conflict: Understand conflict is inevitable and is sometimes required in order to achieve the best outcome possible. Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue and an unwavering commitment to working through the conflict in a positive manner despite its severity.
9. Asset-Based Approach: Focus on using a strength-based, asset-oriented approach to people and issues. We believe that positive change occurs when we appreciate value and invest in what is best for our students.

Instructional

1. Ensure ongoing, meaningful, and effective supervision and support of instruction based upon the standards for the teaching professional.
2. Provide all staff with articulated professional growth opportunities that support instructional, curricular, and technical skills and ultimately student performance.
3. Continue to develop district-wide, standards based grading practices, whereby the primary purpose is to communicate achievement status to students, parents, and others. Establish uniformity in reporting systems for ease of parent communication and understanding.
4. Utilize assessment results for planning, intervention, and instructional delivery and share expectations and performance results with parents in a uniform, meaningful manner.
5. Create and implement a district-wide writing strand integrated in all curriculum areas and provide for Board review and adoption.
6. Technology – Use hardware/software applications as an enhancement to instruction with a focus on curriculum and increased student learning.

Community

1. Continue to promote "home-to-school" programs that support strong linkage between parents and staff and broader parent participation in school programs.
2. Adopt a plan to assess community support for the reorganization to a K-12 district and set timelines for decision-making.
3. Provide parent access to district-sponsored technology that allows for communication (e.g., e-mail, student grades, student attendance).

District Profile

TUSD is a K-8 district located in about 100 miles north of Sacramento at the base of the Sierra mountain range. The district serves 1,359 students in three different elementary schools (Sierra Avenue, Poplar Avenue, and Plumas Avenue), one middle school (Nelson Avenue) serving 6th – 8th graders, and two Community Day Schools (Pioneer & Heritage) serving 3rd – 6th and 6th – 8th grade students.

According to 2013 CBED's report, the major ethnicities represented in the District are as follows:

White	45%
Asian	27%
Hispanic	14%

American Indian/Alaskan Native	4%
African American	3%
Other, Multiple, or not reported	7%

Approximately 20% of the District’s student population is made up of English Learner with another 6% reported as reclassified English learners. Hmong is the native language of 79% of our English Learners.

The District measures the poverty level of student by using Free and Reduced Lunch data. According to 2013 data 89% of District students are identified as Low Income (LI): Sierra Avenue Elementary (94%), Poplar Avenue Elementary (86%), Plumas Avenue Elementary (88%), and Nelson Avenue Middle School (87%). Thirty-one of our students are either foster youth or homeless.

The unduplicated count of students in Thermalito that are either foster youth, Low Income, or English Learners is 1,225 which is 90% of our total student population.

Approximately 137 (10%) students are served by Individual Education Plans (IEPs), and less than 1% of the District’s students are served by 504 plans.

LEA Plan Development Process

Introduction

In the fall of 2007, the State Board of Education (SBE) identified TUSD as a Year 3 Program Improvement (PI) district. In accordance with the No Child Left Behind Act (NCLB) and the California Education Code, a district advancing to PI Year 3 is subject to at least one of the seven federal sanctions. TUSD was in the “light” category and moved forward with Corrective Action 6 which requires the District to institute and fully implement standards-aligned English-language arts and mathematics curriculum, fully implement standards-aligned English-language arts and mathematics intervention materials, and ensure that teachers and administrators receive professional development that is research-based and offers substantial promise of improving educational achievement. As part of the Corrective Action 6, the SBE also requires districts to:

- Conduct an extensive analysis of student performance and current education practices
- Conduct an analysis of district capacity regarding
 - Governance
 - Alignment of curriculum, instruction, and assessments to state standards
 - Fiscal operations
 - Parent and community involvement
 - Human resources
 - Data systems and achievement monitoring
 - Professional development
- Seek input and advise from staff, advisory committees, and community members
- Develop performance goals that are research-based and derived from performance data
- Create an LEA Plan that identifies measurable objectives and action steps that will lead to improved student achievement and performance

TUSD was sanctioned in 2010 for not having met all of its Title III Annual Measureable Achievement Objectives (AMAOs) for English Learners for four consecutive years. As a Title III

Year 4 district, TUSD developed a Title III Improvement Plan Addendum. The Title III plan was submitted to the California Department of Education (CDE) as a separate document and will be incorporated into Goal 2 of this LEA Plan.

In 2011 TUSD utilized the services of Butte County Office of Education, to facilitate the collaborative process of developing the LEA Plan. A District/School Leadership Team (DSLTL) was created and met together on several occasions. The Title III improvement plan was incorporated into the LEA Plan, EL teachers and District English Learner Advisory Committee members were also involved in the DSLTL to focus specifically on the performance and needs of the English learners.

Methodology

In 2013-2014 the California passed AB94, creating a new funding formula for California LEAs and Charters called the Local Control Funding Formula (LCFF). In conjunction with the funding formula, a Local Control Accountability Plan (LCAP) was required. The following is a description of the strategic planning process used to develop the goals, actions, and spending plan for not only our state LCFF funds but our Title I, II, & III funds as well. The LEAP and LCAP both reflect the goals developed by our stakeholder groups but clearly address the priorities established in the LEAP template.

Stakeholder Groups: (LCAP Team)

- District Advisory Committee (DAC) - LI parent representatives from each school site.
- District English Learner Advisory Committee (DELAC) – Parents of English Learners, representatives from each school site and a representative from Hmong Culture Community Center.
- CTA Union – 2 representatives: Carol Plotnick, Robin Harbour
- CSEA /Classified Representatives:
 - Johanna Clay – System Analyst
 - Rick Meyer – Maintenance
 - Vicki DeVoll – Food Services
 - Lance Holweger – Para educator
 - Ed White – Transportation
 - Ginger Paul – Administrative Assistant
 - Andrew Koster - Custodian
- School Psychologist – Katie Todd
- District Data Team:
 - Darlene Fultz – board representative
 - Julian Diaz – Superintendent
 - Darlene Waddle – Assistant Superintendent of Business
 - Brad Jolliffe – Reading Specialist Teacher, PL
 - Damon Crandall – 5th gr. Teacher, PA
 - Robin Harbour – Secondary Math and English Teacher, NAMS
 - Margie Jessen – 5th gr. Teacher, SA
 - Sara Dimon – 1st gr. Teacher, SA
 - 4 Site Administrators: Ed Gregorio, Stacie Schuman, Lisa Cruikshank, Rochelle Simmons
 - Director of Special Projects

Committee Meetings: The team above met seven times throughout the year to develop district wide agreed upon goals and action plan to meet the diverse needs of our students and families. Detailed description of activities and meeting outcomes can be found in the LCAP plan.

September 17, 2013

October 29, 2013

December 10, 2013

February 11, 2014

March 11, 2014

April 8, 2014

May 6, 2014

Purpose: A base program was defined with supplemental personnel, activities, and materials defined as well. The goals developed combine the specific needs of our district, with state, and federal mandates.

Needs Assessment

Analysis of Student Performance Based on State Assessments

Average Yearly Progress (AYP)

The NCLB Act of 2001 requires the CDE to annually review the performance of each district receiving Title I, Part A, funds. A district is identified Program Improvement (PI) when, for each of two consecutive years the district:

- Does not make AYP in the same content area (ELA or mathematics) and does not meet AYO criteria in the same content area OR
- Does not make AYP on the same indicator (API)

Thermalito Union School District is continuing to be identified as Year 3 Program Improvement with students struggling in the area of English Language Arts specifically the subgroups of Socioeconomic Disadvantaged, English Learners, and Asian. Students with disabilities had not made their target in 2008 and 2009 although were able to use Safe Harbor to meet the goal in 2010. Safe Harbor is an alternative way to meet the AYP goal where by significantly increasing the percent of students moving into the proficient range is recognized.

Students district wide and in all significant subgroups were able to meet the target for mathematics in 2010 using Safe Harbor method. White, socioeconomic disadvantaged and students with disabilities are the three subgroups in most need of improvement for mathematics. Thermalito continues to score lower in English Language Arts than mathematics.

ELA and mathematic CST testing was replaced in the spring of 2014 in favor of the SBAC field test. Consequently, no state scores will be available for 2013-2014.

AYP - ENGLISH LANGUAGE ARTS 2011-2014

District wide and Subgroups	2010-2011 (Target = 67.6%)		2011-2012 (Target = 78.4%)		2012-2013 (Target = 89.2%)	
	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP
	District-wide	43%	No	46%	No	42%
Asian	43%	Yes SH	47%	Yes SH	40%	No
White	43%	No	44%	No	42%	No
Socioeconomically Disadvantaged	40%	No	44%	No	40%	No
English Learners	39%	Yes SH	41%	No	32%	No
Students with Disabilities	31%	Yes SH	23%	No	28%	---

AYP - MATHEMATICS
2011-2014

Districtwide and Subgroups	2010-2011 (Target = 68.5%)		2011-2012 (Target = 79.0%)		2012-2013 (Target = 89.5%)	
	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP
Districtwide	51%	Yes SH	49%	No	51%	No
Asian	58%	Yes SH	61%	Yes SH	60%	No
White	47%	Yes SH	44%	No	46%	No
Socioeconomically Disadvantaged	50%	Yes SH	49%	No	50%	No
English Learners	57%	Yes SH	55%	No	53%	No
Students with Disabilities	36%	Yes SH	32%	No	33%	- - -

SH = NCLB contains a “safe harbor” provision for meeting Annual Measurable Objectives (AMOs). Safe harbor is an alternate method of meeting the AMOs. Specifically, if a school, and LEA, or a subgroup does not meet its AMO criteria in either or both content areas and shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, AYP may be achieved if certain conditions are met.

Academic Performance Index (API)

An API is calculated for schools, districts, and numerically significant subgroups for the purpose of measuring academic performance and growth. The API is a single number, ranging from 200 to 1000, which reflects performance level based on statewide assessments in multiple content areas into points on the API scale. These points are then averaged across all students and all tests.

For three years in a row, TUSD has been holding steady with API scores district wide. Each school, has continued to grow or hold steady. The API data verifies the need for further intervention and focus of our low socioeconomic, white, and English learning subgroups.

Academic Performance Index (API)									
	2010 Base	2011 Growth	2010-2011 Growth	2011 Base	2012 Growth	2011-2012 Growth	2012 Base	2013 Growth	2012-2013 Growth
District-wide	732	751	19	750	759	9	762	753	-9
Asian	755	778	23	778	799	21	798	774	-24
Hispanic or Latino	n/a	n/a	n/a	696	744	48	742	751	9
White	709	739	30	740	745	5	749	740	-9
Socioeconomically Disadvantaged	723	741	18	741	755	14	757	747	-10
English Learners	734	758	24	756	772	16	772	742	-30

California English Language Development Test

The following table reflects the percentage of English Learners, by grade, scoring at the “Overall” performance level on the 2011-2013 annual assessment. The overall scale score is calculated by giving equal weight to the domain scale scores for listening, speaking, reading, and writing.

As reflected in the table, the majority of English Learners have tested at the “Intermediate” level of proficiency as they enter the 6th grade and the majority of those students did not make it to proficiency. This is not uncommon, but it does require the provision of specific and targeted instruction designed to assist English Learners in reaching proficiency as rapidly as possible.

2011-2012-All Assessments

California English Language Development Test

Performance Level	K	1	2	3	4	5	6	7	8	
Advanced	0%	0%	5%	2%	6%	4%	0%	0%	6%	
Early Advanced	0%	11%	2%	22%	29%	39%	20%	23%	31%	
Intermediate	13%	42%	47%	48%	52%	50%	60%	68%	38%	
Early Intermediate	29%	32%	37%	26%	6%	7%	20%	5%	19%	
Beginning	58%	16%	9%	2%	6%	0%	0%	5%	6%	
Number Tested	45	38	43	50	31	28	15	22	16	288

2012-2013-All Assessments

California English Language Development Test

Performance Level	K	1	2	3	4	5	6	7	8	
Advanced	0%	2%	0%	3%	2%	4%	6%	11%	8%	
Early Advanced	0%	7%	11%	8%	28%	58%	41%	28%	17%	
Intermediate	9%	39%	50%	54%	49%	31%	29%	44%	58%	
Early Intermediate	30%	32%	28%	31%	16%	8%	24%	11%	13%	
Beginning	62%	20%	11%	5%	5%	0%	0%	6%	4%	
Number Tested	47	44	36	39	43	26	17	18	24	294

2013-2014-Annual only

California English Language Development Test

Performance Level	K	1	2	3	4	5	6	7	8	
Advanced	0%	7%	3%	3%	3%	11%	0%	0%	0%	
Early Advanced	0%	7%	16%	26%	29%	43%	45%	45%	25%	
Intermediate	25%	47%	51%	43%	49%	37%	36%	45%	67%	
Early Intermediate	75%	31%	24%	2%	17%	6%	18%	9%	8%	
Beginning	0%	9%	5%	9%	3%	3%	0%	0%	0%	
Number Tested	4	45	37	35	35	35	11	11	12	225

Annual Measurable Achievement Objectives (AMAOs)

Under the federal Elementary and Secondary Schools Act (ESEA) Title III Accountability system, states must hold districts accountable for increasing the development and attainment of English proficiency of ELs. Title III requires that districts meet three Annual Measurable Achievement Objectives (AMAOs). AMAO 3 is also part of Title I Accountability for Adequate Yearly Progress (AYP).

For AMAO 1, ELs must show annual growth based on their previous CELDT score. The goal is for ELs to move from one CELDT level to the next. The target for 2013-2014 was 59%. The district met that goal in 2013-2014.

AMAO 2, English proficiency is defined as students attaining Early Advanced (CELDT level 4) or Advanced (CELDT level 5) on the CELDT Overall. We were not able to make our targets the last three years.

AMAO 3 is determined by how the EL subgroup does according the AYP (% scoring proficient or above on the CST) goal for each year. The EL subgroup was not able to meet that goal for the past the three years. The EL subgroup has not met the AYP targets in ELA for the last three years.

AMAO 1	Percentage of ELs Making Annual Progress in Learning English		
	2011-2012	2012-2013	2013-2014
Number of Annual CELDT Takers	235	230	225
Number / Percent with Required Prior CELDT Scores	231 / 98.3%	229 / 99.6%	225 / 100%
Number in Cohort Meeting Annual Growth Target	117	98	137
Percent Meeting AMAO 1 in LEA	51%	43%	61%
Target	56%	58%	59%
Met Target for AMAO 1	No	No	Yes

AMAO 2	Attaining English Proficiency (ELP)					
	2011-2012		2012-2013		2013-2014	
	All Students Years of EL instruction		All Students Years of EL instruction		All Students Years of EL instruction	
	< 5 YRS	> 5 YRS	< 5 YRS	> 5 YRS	< 5 YRS	> 5 YRS
Number in Cohort	199	83	203	79	185	77
Number Attain. ELP	25	24	23	24	32	33
Percent Attain.ELP	12.60%	28.90%	11.30%	30.40%	17.30%	42.90%
Target	20.10%	45.10%	21.40%	47.00%	22.80%	49.00%
Cohort Met Target	No	No	No	No	No	No

Met Targets for
AMAO 2

NO

AMAO 3	Adequate Yearly Progress for English Language Subgroup at the LEA Level					
	2011-2012		2012-2013		*2013-2014	
English Language Arts	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above
	Yes	No	Yes	No		
Math	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above
Met Target for AMAO 3	No		Yes	No		
Met all AMAOs	No		No			
Number of Consecutive years Not Meeting AMAOs	7		8			

Analysis of Current Practice

SBE – Approved Core Programs Currently in Place

The table below reflects SBE-approved materials in use by the Thermalito Union School District. Our analysis indicates that textbooks are used consistently; however, ancillary materials are not used consistently. Intervention and ELD programs are identified in the table below and when intervention programs are not available, a note is provided.

	Elementary School	Middle School
Reading/English Language Arts	<ul style="list-style-type: none"> • Houghton Mifflin 2002 	<ul style="list-style-type: none"> • McDougal Littell 2002
Mathematics	Pilot Programs for 2014-2015: <ul style="list-style-type: none"> • The Math Learning Center: Bridges • Houghton Mifflin Harcourt: GoMath! 	Pilot Programs for 2014-2015 <ul style="list-style-type: none"> • CPM and New York Engage • HMH GoMath! and CPM (6th gr)
Science	<ul style="list-style-type: none"> • Pearson Scott: Foresman 2008 	<ul style="list-style-type: none"> • Prentice-Hall 2007
History/Social Science	<ul style="list-style-type: none"> • Harcourt 2007 	<ul style="list-style-type: none"> • McDougal Littell 2006
ELD	<ul style="list-style-type: none"> • Houghton Mifflin ELD 60 2009 	<ul style="list-style-type: none"> • Read 180 L-book • McDougal Littell Universal Access
Reading Interventions	<ul style="list-style-type: none"> • Read 180 – Scholastic 2008 	<ul style="list-style-type: none"> • Read 180 – Scholastic 2008
Math Interventions	N/A	<ul style="list-style-type: none"> • Compass Learning, Odyssey: Focus Math, Algebra Readiness 2009

Analysis of Student Performance Based on District Indicators

A listing of the Local Multiple Measures is below.

The chart below depicts the Multiple Measures, given each year, to evaluate program effectiveness. A report is generated at the end of each year with longitudinal data being analyzed and used for program decisions.

Local Measures of Student Performance

MULTIPLE MEASURE	0	1	2	3	4	5	6	7	8
LANGUAGE ARTS									
Text Level Reading	X	X	X						
Writing	X	X	X	X	X	X	X	X	X
BPST II	X	X							
CAASP – SBAC ELA				X	X	X	X	X	X
Accelerated Reader Star Asses.			X	X	X	X	X	X	X
MAP - Language Usage	X	X	X	X	X	X	X	X	X
MAP - Reading	X	X	X	X	X	X	X	X	X
MATH									
MAP - Mathematics	X	X	X	X	X	X	X	X	X
CAASP – SBAC Math				X	X	X	X	X	X
English Language Development									
CELDT	X	X	X	X	X	X	X	X	X
ADEPT	X	X	X	X	X	X			
Gap Finder							X	X	X

Analysis of Survey Results

District Assistance Survey (DAS)

This survey is designed to assess district capacity to support coherent instructional program at all schools and for all students. The DAS was administered to the DSLT. .

- TUSD had the District Site Leadership Team participate in the District Assistance Survey January 2011.

English Learner Subgroups Self Assessment (ELSSA)

The ELSSA is a district-level assessment tools that focuses exclusively on the needs of English Learners. The ELSSA assists the district in identifying the root causes for academic underachievement among ELs based on an analysis of AMAOs results and sets direction for improving services for these students. (ELSSA was last administered in 2011)

The EL Task Force utilized AMAO data and the following conclusions were reached:

AMAO 1

- There is a need for consistent implementation of the ELD curriculum
- There is a need for additional training in teaching Systematic English Language Development
- Language objectives need to be identified and addressed in each core lesson taught.
- There is a need to enhance the usage of oral language practice as an instructional strategy.
- ADEPT data needs to be entered into Aeries for school site and district wide monitoring of EL's progress.

AMAO 2

- There is a need to enhance the use of research-based strategies in ELA and ELD to support ELs through proficiency levels on CELDT.
- There is a need to enhance progress monitoring of ELs
- There is a need to enhance the usage of research-based strategies to support and scaffold learning in core content areas
- There is a need to enhance EL specific professional development structures and opportunities for teachers and administrators.

AMAO 3

- There is a need to enhance the utilization of ancillary materials designed for ELs
- There is a need to enhance monitoring and support systems for ELs scoring below the proficient level on ELA CSTs to ensure support and interventions as needed to reach proficiency.
- There is a need to monitor Long Term ELs and provide a support system for them in fifth grade and beyond.

Inventory of Services and Supports (ISS)

The ISS is a needs assessment tool designed to help a district assess its programs and services for Students with Disabilities (SWDs). The ISS provides a targeted and in-depth analysis of program elements that can guide actions for increased student achievement results for student with disabilities. The ISS will be administered to all TUSD special education staff in the district in September of 2014. Results will be analyzed and used to update this plan.

Parent Involvement - Survey Results

- a. EL Needs Survey: All EL parents are surveyed on an annual basis. The results of May 2013:
 - Parents identified their greatest need to be training on how to best support their student's academic success, specifically in the area of homework.

District Data Team Identified Focus Areas for the LEA Plan

When analyzing current data and practices in order to determine focus areas for improvement, it is critical that research-based effective practices are utilized as a benchmark. Listed below are the CDE-identified assumptions about effective district and school practices.

Assumptions about district-level effectiveness

At the district level, it is critical that every district must have:

- A shared vision that begins at the top of the system and can be seen throughout the system. This vision reflects a commitment to the academic achievement of all students and is supported through district resources and supports, including appropriate interventions, supplemental materials, additional learning time, additional diagnostic and support resources, ongoing monitoring, and careful program evaluation to ensure that interventions and other critical educational programs are working.
- Well planned systems to support schools around effective and rigorous implementation of the State Board of Education (SBE)-adopted/ standard-aligned instructional programs.
- A coherent district-wide professional development plan focused on the implementation of the LEA-adopted instructional materials and on the analysis of data to inform instruction.
- A robust data system that provides timely and useful formative and summative assessment data to inform instruction and improve learning.

Assumptions about school-level effectiveness

- High quality "first instruction" is pivotal. This includes teachers' knowledge about the California standards and their focus on delivering effective subject-specific teaching, learning, and assessment activities in ways that promote mastery of the standards.
- Not all students progress at the same rate; some need additional support and interventions. A tiered approach to intervention, described in the frameworks and recently-posted CDE descriptions of Response to Intervention (RTI), includes three levels:
- Benchmark (or early) interventions for students who are satisfactorily achieving grade-level standards, but who on occasion may require additional assistance and support for particular standards and concepts.
- Strategic interventions for student no more than two years below grade-level standards. Strategic students are supported both within and beyond the basic core program through additional instructional time and differentiated instructional materials.
- Intensive interventions for students who are working more than two years below grade level. These students have the greatest need and are usually at high risk for retention or later failure to meet proficiency standards on the California Standards Tests (CST) and the California High School Exit Exam (CAHSEE). Intensive intervention is typically delivered as accelerated replacement or support curriculum.

- SWDs should participate in the core program as much as possible. However, if students are not academically successful in the core program, strategic or intensive support should be available to them.
- By definition, ELs require English-language support in order to be fully successful in the core curriculum. Their reading, writing, listening and speaking skills in both English and their primary language must be carefully assessed in order to provide appropriate English-Language Development support.
- “High priority students” is a generic term that describes student who need additional support to meet grade-level standards. The term includes a wide range of student whose needs have not been met due to challenging academic, social, or life circumstances. The first steps in addressing their needs are proper assessments and careful attention to their instructional setting.

District Local Control Accountability Plan Team Results (LCAP Team)

The LCAP team worked extensively to analyze and evaluate TUSD data and practices compared to the CDE-identified assumptions about effective practice. The following is a detailed description of focus areas identified by the LCAP Team for inclusion in the LEA Plan:

Curriculum, instruction, and assessments alignment

- Effective implementation of Common Core State Standards and instructional practices.
- Formally adopt and purchase Common Core aligned material.
- System-wide coherence in curriculum, instruction and assessment from classroom to classroom and grade level to grade level
- State adopted core and intensive intervention materials are available to all students at every site. Materials are implemented with fidelity as designed on a daily basis.
- ELs receive the sufficient instructional time with the core instructional program as well as additional instructional time for ELD.
- LEA and site administrators schedule sufficient core and intervention time and/or classes, as recommended in the state curriculum framework, to meet the assessed academic needs of all students.
- ELs are appropriately placed in ELD by language proficiency level based on the California English Language Development Test (CELDT) and formative assessments.
- SWDs have access to the core curriculum and to all curricular materials with appropriate accommodations and/or modifications of curriculum or instruction, as specified in their individualized education programs (IEPs).
- LEA and site administrators visit classrooms on a regular basis in order to monitor full implementation of materials, as defined above.
- The LEA has explicit expectations and procedures for data use among all principals and teachers. These expectations are communicated to all site staff.
- The LEA provides training and ongoing support for district and site administrators and teachers on use of the adopted system and on data analysis.
- LEA and site administrators ensure that all schools have the necessary common curriculum embedded/benchmark assessment materials that are needed to administer the assessments.
- LEA and site administrators monitor the administration of common curriculum embedded/benchmark assessments on an agreed-upon timetable.

- The LEA ensures that all teachers apply these common cut points and rubrics to assess student work.
- The LEA establishes a district-wide assessment calendar that includes formative and summative assessments for the core curriculum.
- LEA and site administrator continuously analyze student achievement data and CELDT data, to gauge student progress towards mastery of standards and identify students in need of additional instruction or interventions and exit in a timely manner.

Professional Development

- Ensure all admin and teachers are currently trained with new Common Core State Standards and aligned curriculum.
- The district's professional development plan is based on student needs, as determined by formative and summative assessment data and the implementation of Common Core State Standards.
- District and site administrators monitor the impact of the targeted professional development by observing classroom instructional practices and analyzing student assessment results to determine the measureable impact on student achievement.
- All professional development activities are structured around specific learning targets and aligned with the state standards and adopted instructional materials.
- The LEA provides accessible and structured follow-up support for materials implementation and identified district priority instructional strategies. Such support may include: Assignment of instructional specialists and coaches to classroom teachers to model lessons and effective instructional strategies; Principal walkthroughs to review implementation of strategies and practices introduced in teacher training.
- The LEA prioritizes the professional development needs of schools, grade levels/courses and/or individual educators in order to fully implement the curriculum and instructional priorities of the district to increase the achievement of all students.
- The LEA provides all teachers with training in student goal setting, progress monitoring, data analysis, intervention placement, and monitoring of students placed in interventions.
- Staff applies this training to inform classroom instruction, identify students in need of additional support and/or interventions, and plan future lessons.
- LEA and site administrators monitor teacher application of data on an ongoing basis to ensure that data are effectively applied to inform instructional decisions and improve classroom instruction.
- The LEA supports site administrators in setting aside adequate time, on at least a monthly basis, for collaborative data-based discussions.
- LEA administrators collaborate with site administrators and teachers to develop a timetable for monthly grade-level or course/department-level meetings in which teachers collaboratively discuss and analyze student achievement data, plan lessons, share materials, and instructional strategies.
- Teachers come together as a professional community and are encouraged to ask questions, seek help from one another, and use student achievement data to reflect on the effectiveness of their instructional practice.
- LEA and site administrators visit/monitor teacher collaboration meetings on an ongoing basis in order to ensure that they follow local protocol and lead to constructive

dialogue around student achievement data and on the implications of the data for classroom instruction.

- The LEA has developed reporting and monitoring mechanisms to ensure the effective delivery of these services: Regular classroom visits and observations of coaches/content experts; Monitoring of implementation of daily coach/specialist schedules.

Parent and Community Involvement

- The LEA Plan has specific parental involvement goals and provides technical assistance to their schools for implementing parent/family programs. Technical assistance includes oversight, support, coordination, and monitoring of parent/family engagement policies, and programs.
- LEA and school administrators monitor level of parent involvement at the district and in all schools.
- The LEA has a system in place to facilitate the two-way flow of information between parents and teachers/site administrators.
- The LEA provides parents with information on students' results on local and state assessments in easy-to-understand reports. Reports clearly define proficiency and report student progress in terms of proficiency in the state content standards.
- The LEA assists parents to interpret student report cards and state reports on state standardized exams so that parents can understand the extent to which their children are meeting state standards.
- The LEA and site administrators inform all parents of English learners of the student's identification as an EL, local re-designation criteria, and a student's annual progress towards attaining these criteria. In addition, parents are informed of student proficiency level as measured by the CELDT, the benefit in receiving ELD instruction, and the program's specific re-designation criteria.
- The LEA and site administrators inform all parents of students with disabilities of opportunities to participate in any decision-making meeting regarding their child's special education program.
- Teachers and parents receive training on their roles and responsibilities and serve on various LEA and school committees and are consulted in the planning, implementation, and evaluation of school and LEA programs.
- Full implementation means that the LEA employs a broad range of strategies and hosts a wide variety of programs and activities to actively engage parents in their students' education. All parents understand how to contact teachers and school staff and are encouraged to do so.
- The LEA collaborates with site principals to offer parent activities and workshops, such as family literacy workshops, math/science events, and college scholarship information nights.
- At the elementary school level, parent involvement activities focus on building parent strategies to help their students learn, i.e., homework support, family math.
- At the secondary level, parent involvement activities additionally focus on providing parent information so that they can guide their students through the many decisions they face in high school, e.g., University of California a-g requirements, Career Technical Schools.

Performance Goals

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. 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. *(N/A – we are K-8 District)*

The above federal goals will be addressed and will incorporate the following locally developed goals:

1. *All students will attain proficiency in CCSS content area standards with a firm foundation in 21st Century Skills.*
2. *All students will receive high quality instruction that incorporates 21st Century skills, various levels of technology, various levels of technology, and infused with best practices in Common Core State Standards (CCSS) through a broad course of study.*
3. *All students will have access to clean and safe facilities, sufficient and common core aligned curriculum, technology to implement curriculum, and teachers that are highly qualified and credentialed for the subject area they are teaching.*
4. *All departments and sites will provide an emotionally safe and caring environment that is welcoming for all stakeholders.*

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

Performance Indicators:

- Percent of students and subgroup proficient in reading and mathematics.
- AYP progress of all schools.

LCAP (Goal 3) All students will attain proficiency in CCSS content areas with a firm foundation in 21st Century Skills as measured by the SBAC Assessment.

- *Increase the percent of student who are college and career ready.*
- *Early Literacy: Students will be proficient readers by the end of 2nd grade.*
- *Pupil Outcomes: Increase student's performance in science.*

Description of Specific Actions to Improve proficiency in CCSS content area standards. Performance Goal 1	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Provide Common Core curriculum with embedded ELD including textbook adoptions for Math and ELA. (LCAP 2.4.b)	D.S.P. Math Spring of 2015 ELA Spring of 2016	Purchase adoption materials.	\$60,000 each content area	CC dollars LCFF Base
Provide supplemental materials, books, software, hardware, and professional development to implement Early Literacy program. (LCAP 3.3.1)	Principals	Purchase supplemental instructional materials.		Title I- Site allocations
Provide curriculum and materials for STEM (Science, Technology, Engineering, & Mathematics) and VAPA (Visual and Performing Arts) classes.(LCAP 3.4.b)	Principals	Purchase computers, software, instructional equipment, musical instruments, etc.		Title I – Site allocations
2. Use & Improvement of standards-aligned instructional materials and strategies:				
Expand learning experiences and field trips for students. (LCAP 3.2.d)	Principals	Field trips, guest speakers, bus rental, etc.		Title I- Site allocations
Reduce the student to adult ratio in all TK-3 classrooms with additional teachers and para-educators. 24/1 cap on K-3 classrooms – additional teachers.	Superintendent	Salaries and benefits for teachers and para educators.	\$167,006 \$175,824	Title I Title II

Description of Specific Actions to Improve proficiency in CCSS content area standards. Performance Goal 1	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Para for each K-1 classroom.				
Provide opportunities for students to access library services. Extended hours during, before, after school and summer time hours. (LCAP 3.2.g.)	Principals	Salaries and Benefits for library technicians	\$105,887	Title I
Reading Intervention (LCAP 3.2.h.)	Principals	Salaries and Benefits for Reading Intervention Staff.	\$293,686	Title I
3. Extended learning time. The following actions are intended to close the achievement gap by providing additional learning time for low achieving students:				
Provide EL Intervention support before and after school with transportation as needed. (LCAP 3.1.c)	Principals	Extra hours		Title I site allocations
After school tutoring and supplemental Educational Services to students of PI schools. (LCAP 3.2.k.)	D.S.P.	Tutors hourly wages.	\$115,907	Title I
4. Increase Access to Technology				
Integrate technology into classrooms and provide opportunities for students to become proficient with technology. (LCAP 3.2.a)	Principals	Purchase of student level technology.	\$65,730	LCFF S/C
Ensure our lowest achieving subgroups have supplemental access to technology.				Title I site allocations
5. Staff development and professional collaboration aligned with standards-based instructional materials Professional development activities are often job-embedded and team-based collaborative learning groups thereby promoting sustained cultural change.				
Provide professional development for Early Literacy program. (LCAP 3.3.a)	Principals	Training and sub costs		Title I site allocation
Provide professional development for those providing instruction in STEM and VAPA. (LCAP 3.4.a)	Principals	Training, sub costs, extra hours.		Title I site allocation
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Provide School Choice to students and families attending schools that are deemed in "Program Improvement" by the federal government. (LCAP 3.2.j)	D.S.P.	Transportation costs from Home to School of Choice	\$14,714	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				

Description of Specific Actions to Improve proficiency in CCSS content area standards. Performance Goal 1	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Offer Independent Study Program (LCAP 3.2.i)	D.S.P.	Salary and benefits for teacher	\$59,044	LCFF s/c
9. Targeting services and programs to lowest-performing student groups:				
Provide various interventions and supports throughout the day for students struggling in the regular school setting. PASS class (LCAP 3.2.b)	Principal	Salary and benefits for part-time intervention class.	\$17,464	Title I
Reading and math intervention program for qualifying student in private schools.	D.S.P.		\$7,292	Title I, II, III
Provide community Day School opportunities for students. (LCAP 3.2.f)	Superintendent	Teacher and para salary and benefits. Materials and supplies	\$308,837	LCFF s/c

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.

Performance Indicators:

- Percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- Percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts and math on the State’s assessment.

LCAP (Goal 3) All students will attain proficiency in CCSS content area standards with a firm foundation in 21st Century Skills as measured by the SBAC Assessment.

- Increase the proficiency level in English for all EL students.

Description of Specific Actions to Improve proficiency of all limited-English-proficient students. Performance Goal 2	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Provide Common Core curriculum with embedded ELD; including textbook adoptions for Math and ELA. (LCAP 2.4.b)	D.S.P. Math Spring of 2015 ELA Spring of 2016	Purchase adoption materials. (Indicated above)	\$60,000 each content area (see Goal 1)	CC\$ LCFF Base
Provide Common Core ELD curriculum and supplemental materials.	D.S.P. & Principals	Purchase adoption materials and supplemental materials	\$20,000 \$3,000	CCSS \$ Title III
Provide supplemental materials, books, software, hardware, and professional development to implement Early Literacy program. (LCAP 3.3.1)	Principals	Purchase supplemental instructional materials.		Title I- Site allocations
Provide curriculum and materials for STEM (Science, Technology, Engineering, & Mathematics) and VAPA (Visual and Performing Arts) classes.(LCAP 3.4.b)	Principals	Purchase computers, software, instructional equipment, musical instruments, etc.		Title I – Site allocations
2. Use & Improvement of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve proficiency of all limited-English-proficient students. Performance Goal 2	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Expand learning experiences and field trips for students. (LCAP 3.2.d)	Principals	Field trips, guest speakers, bus rental, etc.		Title I- Site allocations
Reduce the student to adult ratio in all TK-3 classrooms with additional teachers and para-educators. 24/1 cap on K-3 classrooms – additional teachers. Para for each K-1 classroom.	Superintendent	Salaries and benefits for teachers and para educators.	(See Goal 1)	Title I Title II
Provide opportunities for students to access library services. Extended hours during, before, after school and summer time hours. (LCAP 3.2.g.)	Principals	Salaries and Benefits for library technicians	(See Goal 1)	Title I
EL Supplemental Intervention Class during the school day at elementary sites. (LCAP 3.2.a.)	Principals	Salaries and Benefits for Reading Intervention Staff.	\$201,107	Title I
Reading Intervention (LCAP 3.2.h.)	Principals	Salaries and Benefits for Reading Intervention Staff.	(See Goal 1)	Title I
3. Extended learning time. The following actions are intended to close the achievement gap by providing additional learning time for low achieving students:				
Provide an after-school or Saturday School Hmong Language Class.	Principals	Extra hours		Title I site allocations
Provide EL Intervention support before and after school with transportation as needed. (LCAP 3.1.c)	Principals	Extra hours		Title I site allocations
After school tutoring and supplemental Educational Services to students of PI schools. (LCAP 3.2.k.)	D.S.P.	Tutors hourly wages.	(See Goal 1)	Title I
4. Increase Access to Technology				
Integrate technology into classrooms and provide opportunities for students to become proficient with technology. (LCAP 3.2.a)	Principals	Purchase of student level technology.	(See Goal 1)	LCFF S/C
Ensure our lowest achieving subgroups have supplemental access to technology.				Title I site allocations
5. Staff development and professional collaboration aligned with standards-based instructional materials Professional development activities are often job-embedded and team-based collaborative learning groups thereby promoting sustained cultural change.				

Description of Specific Actions to Improve proficiency of all limited-English-proficient students. Performance Goal 2	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide professional development for all staff teaching EL students to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English proficient students.	Principals	Consultants, Workshops, sub costs, travel		Title I site allocation
Provide professional development for Early Literacy program. (LCAP 3.3.a)	Principals	Training and sub costs		Title I site allocation
Provide professional development for those providing instruction in STEM and VAPA. (LCAP 3.4.a)	Principals	Training, sub costs, extra hours.		Title I site allocation
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Conduct interactive English Learner Advisory Committees at each site at least four times a year. Gather relevant input from parents.	Principals	Materials & incentives	\$3,000	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
Research and develop a Hmong dual immersion program for incoming kindergarten Hmong speaking students.	D.S.P. & Principal	Materials, B-CLAD stipend, Extra planning hours.	\$0	Title III LCFF s/c
Offer Independent Study Program (LCAP 3.2.i)	D.S.P.	Salary and benefits for teacher	(See Goal 1)	LCFF s/c
9. Targeting services and programs to lowest-performing student groups:				
Provide Bilingual Paraprofessionals to provide home language support for students needing extra support in content areas.	Principals	Salary and benefits	\$78,258	LCFF s/c
Provide various interventions and supports throughout the day for students struggling in the regular school setting. PASS class (LCAP 3.2.b)	Principal	Salary and benefits for part-time intervention class.	(See Goal 1)	Title I
Reading and math intervention program for qualifying student in private schools.	D.S.P.		(See Goal 1)	Title I, II, III
Provide community Day School opportunities for students. (LCAP 3.2.f)	Superintendent	Teacher and para salary and benefits. Materials and supplies	(See Goal 1)	LCFF s/c

Required Activities for Goal 2: Title III	Description of how the LEA is meeting or plans to meet this requirement.
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>EL students.</p> <p>c. Achievement and progress of English Learners is monitored to ensure that they are making adequate progress toward established goals and benchmarks. All English Learner records are maintained in a language development folder. The information in the folder is updated annually and accompanies the students as they change schools. EL teachers assigned to school sites are responsible for gathering and monitoring and maintaining English Learner records and maintaining the site ELD database. They also coordinate English Learner testing, provide input on student placements and provide support and data for classroom teachers, IEP teams, and Student Study Team meetings.</p> <p>Students designated as R-FEP and those not making adequate growth in their English language development are monitored as part of the district “catch-up” plan.</p> <p>The EL teacher works in tandem with the site principal for appropriate classroom placement of English Learners. The principal also ensures appropriate teacher authorizations, visits classrooms to monitor ELD and SDAIE instruction, schedules and attends ELAC meetings and ensures implementation of district plans to meet the academic needs of English Learners.</p> <p>District personnel maintain a database and provide updated English Learner test data to the school sites on a regular basis. The district English Learner Coordinator holds meetings five times a year with site English Learner teachers (EL Task Force) to discuss issues regarding English Learner program implementation and to update the District Master EL Plan. Yearly CELDT results will be analyzed by the EL staff at these meetings to ensure students are making progress.</p> <p>E.L. funds will be used to provide training in the following areas:</p> <ul style="list-style-type: none"> ✓ Standards-based instructional planning for ELD, language arts, math and SDAIE

Required Activities for Goal 2: Title III	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>	<ul style="list-style-type: none"> ✓ Standards-based instruction for ELD, language arts, math and SDAIE ✓ Assessment training for classroom teachers administering the CELDT and ADEPT. <p>d. E.L. funds will be used to encourage and promote active involvement from the parents of English Learners. All schools currently have written parent involvement policies and compacts and actively recruit for representation on ELAC and SSC committees. Bilingual liaisons/secretaries at each site work closely with families to connect them to community resources and act as liaisons between school and home.</p> <p>LCFF and E.L. funds will:</p> <ul style="list-style-type: none"> ▪ Provide both written and oral translation for parents as needed for conferences and/or home-school communications. ▪ Support opportunities for parents to develop skills and strategies to assist children at home. ▪ Hire staff to make phone calls to parents and translate at meetings. ▪ Hire staff to ensure that all communications that are sent home will be translated into the major languages represented at the sites. ▪ Hire staff to work with families to connect them to community resources and act as liaisons between school and home.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).) The effectiveness of the LEP programs will be determined by the increase in English proficiency and academic achievement in the core academic subjects</p>	<p>2. Currently, daily ELD, SDAIE and/or primary language support in the core academic subjects in Structured English Immersion and English Language Mainstream classrooms. Schools are currently using HM ELD 60 and READ 180 LBooks for ELD instruction.</p> <p>E.L. funds and Common Core money will enhance the current instructional program for English Learners by providing:</p> <ul style="list-style-type: none"> ▪ Purchase updated core ELD curriculum ▪ Release time for teachers to meet by grade level to discuss and review English Learner work. ▪ Supplemental reading materials for English Learners (i.e., leveled

Required Activities for Goal 2: Title III	Description of how the LEA is meeting or plans to meet this requirement.
	<p>reading books to support ELA materials.)</p> <ul style="list-style-type: none"> ▪ Staff training in SDAIE strategies and ELD ▪ Project GLAD training for teachers ▪ Purchase of additional programs resulting from ongoing monitoring of the effectiveness of the program.
<p>3. Provide high quality professional development for classroom teacher, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. E.L. funds will be used to provide professional development, compensate teachers, and/or pay for substitutes and registration fees in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies that specifically meet the needs of English Learners such as:</p> <ul style="list-style-type: none"> • SDAIE (Specially Designed Academic Instruction in English) • English Language Development Institutes • Cultural diversity • Long Term English Learners • Use of adopted ELA/ELD materials • Project GLAD (Guided Language Acquisition Design) • Curriculum planning • Teacher certification training • California Association for Bilingual Education (CABE) <p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program that focuses on language acquisition. E.L. funds will be used to help design the District Professional Development Plan. This Professional Development Plan as stated in other sections of this LEAP will integrate research and scientifically based theory with high quality instructional practices.</p>

Allowable Activities for Goal 2: Title III	Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
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Allowable Activities for Goal 2: Title III	Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
4. Upgrade program objectives and effective instruction strategies.	YES	<p>If yes, describe: As part of the Title III program the EL Task Force and District Coordinator will meet regularly to:</p> <ul style="list-style-type: none"> • Adopt supplementary materials with assessments • Review intervention programs • Review disaggregated data • Monitor EL benchmark assessments • Evaluate student progress • Determine the efficiency of programs for English Learners • Revisit the EL Master Plan on an annual basis and recommend necessary changes to the Board of Trustees
5. Provide – a. Tutorials and academic or vocational education for LEP students; and b. Intensified instruction.	YES	<p>If yes, describe: 5a-b. The District will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students (CELDT Levels 1 – 3) in order to assist them in developing English language proficiency, high levels of academic proficiency that meet or exceed the annual measurable objectives, and in meeting fluency, reading comprehension, word analysis and vocabulary development. The Intervention program will be designed to support and complement the students’ regular English Language Arts/English Language development and core content instructional program. In addressing the needs of the identified students, the Intervention program will use consistent, systematic instruction. Some examples include:</p> <ul style="list-style-type: none"> • Intensive and extensive opportunities to read and use oral language • Acquiring new knowledge and vocabulary through reading, writing and oral language • Read and comprehend leveled fiction and textual materials • Reading for enjoyment • Engagement in meaningful reading and writing • Writing narrative, expository response to literature and persuasive writing based upon grade-level ELA standards and grade-span ELD standards • Research based best practices
6. Develop and implement programs that are coordinated with other relevant programs and services.	YES	<p>If yes, describe:</p>

Allowable Activities for Goal 2: Title III	Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
		<ul style="list-style-type: none"> E.L. funds will support a variety of collaborative programs to extend the regular instructional programs for English Learners.
7. Improve the English proficiency and academic achievement of LEP children.	YES	<p>If yes, describe: E.L. funds will help to support and improve the English proficiency and academic achievement of English Learners in the following ways:</p> <ul style="list-style-type: none"> Provide training in English language development and specially designed Academic Instruction in English (SDAIE) for teachers Acquire research-based programs Personnel—certificated and para-educators Parent and community liaisons
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	YES	<p>If yes, describe:</p> <ul style="list-style-type: none"> Parent Education meetings ELAC (English Learner Advisory Council) DELAC (District English Learner Advisory Council) Adult education classes and parent support activities Outreach and home visits
9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs. 	YES	<p>If yes, describe:</p> <ul style="list-style-type: none"> Use Aeries Analytics to identify programs students who are not meeting state standards and to develop remediation, catch-up and follow-up plans NWEA Measures of Academic Progress Assessment Accelerated Reader and Accelerated Math Scholastic Reading Inventory (SRI) Read 180 Odyssey Technology based supplemental reading programs, e.g., Waterford, Read Naturally, English in a Flash
10. Other activities consistent with Title III.	YES	<p>If yes, describe: Provide training for EL Resource Teachers and staff in administering the CELDT and ADEPT test.</p>

Parents of Limited-English-Proficient students must be notified: *The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.*

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

Required Activity for Parent Notification (Goal 2 Title III)	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; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of 	<p>1. Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information as delineated in sections a – h of the District Title III Plan:</p> <ul style="list-style-type: none"> ▪ reasons for the identification of their child as English Learner and in need of services <ul style="list-style-type: none"> ➤ Home Language Survey response ➤ score on initial CELDT test • child’s level of English proficiency and how it was assessed <ul style="list-style-type: none"> ➤ explanation of CELDT level ➤ explanation of CELDT exam ➤ Status of the student’s academic achievement. • method of instruction the student will receive, including <ul style="list-style-type: none"> ➤ ELD and materials to be used ➤ subjects to be taught in L₁ ➤ SDAIE and materials to be used ➤ authorization of teacher ➤ benchmarks ➤ yearly goals • how programs meet the needs of the child <ul style="list-style-type: none"> ➤ Categorical Program Monitoring (CPM) requirements ➤ research ➤ past successful experiences • program design helps their child learn English <ul style="list-style-type: none"> ➤ ELD component ➤ training of teachers ➤ Exit Requirements <p>Following initial placement, academic progress is formally evaluated at three intervals during the year, and parents are informed in writing of their child’s scores (report cards). Any changes in classification are reported to parents.</p>

Required Activity for Parent Notification (Goal 2 Title III)	Description of how the LEA is meeting or plans to meet this requirement.
<p>instruction, if available;</p> <p>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>	<p>ELAC and DELAC meetings focus on gathering input and informing parents about instructional programs and how they can support their child’s academic achievement.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parents’ rights. Back-to-School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual aides and bilingual liaisons are available to help parents understand the process and their rights.</p> <p>E.L. funds will be used to hire bilingual personnel at the district and site levels to translate relevant information in order to ensure parents have a full understanding.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	
<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	

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

Performance Indicators:

- Percentage of teachers and paraprofessionals who are deemed “highly qualified”.
- Percentage of teachers receiving high-quality professional development.

LCAP (Goal 2) All students will have access to clean and safe facilities, sufficient and common core aligned curriculum, technology to implement curriculum, and teachers that are highly qualified and credentialed for the subject area they are teaching.

- *The district will maintain proper credentialing for teachers and support staff in each area and for the pupils they are serving.*

Description of Specific Actions to address: All students will be taught by highly qualified teachers. Performance Goal 3	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
Ensure that TUESD staff maintain proper credentialing for each subject area and for the pupils they teach and serve.				
Provide management, oversight and coordination of professional development, collaboration opportunities, curriculum adoptions, assessments and coaching. (LCAP 1.1.b)	D.S.P.	Salaries and Benefits and support materials and supplies.	See Goal 1 above	LCFF s/c Title I
Provide teachers, administrators, and support staff with professional development, coaching, and mentoring opportunities. Specific areas of focus: strategic targeted instruction for English Learners, K-2 Early Literacy instruction, and incorporating common core strategies into all subject areas. (LCAP 1.1.c)	D.S.P. and principals	Release time, sub costs, consultant costs.	See Goal 1 above	Title I
8. Monitoring program effectiveness:				
Purchase a data and assessment system that provides online common core grade level assessments. (LCAP 1.1.a)	D.S.P	Purchase license, software, hardware (if needed), and professional development	See Goal 1 above	LCFF s/c

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

Indicator: The percentage of persistently dangerous schools, as defined by the State.

LCAP (Goal 4) Engagement: All departments and sites will provide an emotionally safe and caring environment that is welcoming for all stakeholders.

- *Increase meaningful parent involvement*
- *Increase student attendance rates*
- *Decrease suspension rates*

Description of Specific Actions to address: All Students will be educated in learning environments that are safe, drug free, and conducive to learning. Performance Goal 4	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Use of standards-aligned instructional materials and strategies:				
Provide family nights, parenting classes, and parent liaisons to help increase parent involvement. Family nights will include information and demonstrations on Common Core teaching/ learning techniques.	Principals			Title I site allocation
2. Use of standards-aligned instructional materials and strategies:				
Culture Building/Character Development Programs and Initiatives	Principals	Consultants, program costs, extra time		Title I site allocation
2. Increased access to technology:				
Provide families with a “Family Resource Room” eventually at each school site, furnished with computers and books.	Principals	Cost of computers and possible staffing.		Title I site allocation
3. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Provide a Parent District Advisory Council that is active in helping develop LCAP and LEAP.	D.S.P. and Bilingual Categorical Secretary	Staffing for facilitation and note taking of each meeting.	Part of above salary	n/a

Description of Specific Actions to address: All Students will be educated in learning environments that are safe, drug free, and conducive to learning. Performance Goal 4	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide bilingual staffing in front office of each school site and district office. (LCAP 4.1.a)	D.S.P and Principals	Cost of bilingual secretaries and clerks.	\$60,509	LCFF s/c
Parent Involvement Teacher Conference Day: One on one meetings between parents and teachers are held each October in order for Common Core standards, standard aligned report cards, and student progress are explained.	Principals	One day of teacher salary.		LCFF
Provide meaningful communication to families including but not limited to student progress, school achievement updates, parent input opportunities, student performances, and emergency situations. (LCAP 4.1.e)	Superintendent, D.S.P., Principals, and Teachers.	Mailings, Auto Phone Dialer System, Printing, Etc.	\$21,074	Title I
4. Monitoring program effectiveness:				
Implement Project Attend: Monitoring student attendance and follow up assistance to help students with excessive absences. (LCAP 4.2.b)	Superintendent	Salaries and Benefits for Administrative and classified staff, materials, and supplies.	\$15,585	LCFF s/c
5. Targeting services and programs to lowest-performing student groups:				
Provide transportation and instructional support to Foster and Homeless youth.	Principals, transportation depart.	Special bussing routes for homeless and foster youth.	\$3,161	Title I
Provide a counselor to support our student's emotional, social, and academic needs.	Principals	Salaries and benefits	\$141,918	LCFF s/c

The following section will be updated in 2014-2015.

Goal 4: Environments Conducive to Learning (Strengths and Needs)

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Counselors are available to students at the three elementary schools, one middle school and two community day schools. • Each school has a current safe school plan, which includes a consistent and comprehensive discipline policy. • All school/district staff support the view that the emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. • Parents are provided with regular information through the “District Rights and Responsibilities” Document, a district newsletter and survey reports. • The district employs a part-time Coordinator of Student Welfare and Attendance who oversees the local SARB (Project Attend). • A system is in place to identify truancy, provide early intervention through community workers and counselors, and provide ongoing services to students and their families. • The district has partnered with the local county office of education to provide an after-school program for all students. • The district collaborates with the local county office of education and neighboring districts via the TUPE Grant. • The district has a Response to Intervention for behavior model to more effectively meet student needs in a timely manner. • Respect Days, Safe School Ambassadors and mentoring services implemented at middle school. 	<ul style="list-style-type: none"> ✓ Parent involvement opportunities need to be expanded. ✓ Finding funding to continue the program’s initiatives will be a challenge.

Environments Conducive to Learning (Activities):

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

ACTIVITIES

1. The Parent/Community Advisory Board will continue to meet and discuss issues relating to supporting youth. The Community Health Alliance of Oroville has formulated a written strategic direction based on the Principles of Effectiveness and has publicized it through school/community meetings.
2. Each site will continue to fund a part time counselor who does outreach to families of students who are truant, and/or have behavior/discipline problems.
3. Each site has a Student Assistance Program team that meets as needed with parents to address the academic, behavioral, attendance and health needs of at-risk students.
4. Middle school students will learn conflict resolution skills via Safe School Ambassadors and Respect Days.
5. Monthly SARB meetings.
6. A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests; these include homework centers, tutoring, music, journalism, athletic activities and activity groups.
7. Research validated curriculum will be taught in grades K-8 at all schools in the district.
8. Elementary schools utilize Caring Schools Communities and Second Step to help students develop the pro-social skills needed to be respectful, responsible learners.
9. All-stars drug prevention curriculum is fully implemented in grades 7 – 8.

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
<ol style="list-style-type: none">1) There is on-going data collection on ATODV through the CHKS, a district survey and site level surveys. Additional information is gathered on crime incidents, expulsion, suspension, attendance and discipline problems.2) A part-time Student Welfare and Attendance Officer is employed to work with children and families in order to ensure students are at school, on time, ready to learn.3) Each site has an updated safe school plan as well as a district crisis response plan.4) Cell phones/Blackberries connect each principal and student supervisor to their school office.5) Health classes teach ATODV prevention at 7th and 8th grades.6) A variety of counseling opportunities for at-risk youth has been offered for students K-8 at all school sites.7) Prevention/Intervention personnel provide services to at-risk youth and their families in counseling.8) Students' awareness levels have increased about alcohol, tobacco and drug use.9) Students reported feeling more connected to the school environment.	<ol style="list-style-type: none">1) Additional teacher training in strategies for integrating ATODV education into the curriculum at all levels needs to be provided.2) Student motivation with excelling in academics appears to be an issue.

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
Caring Schools Communities	V	K-5	950	2005/2006	Ongoing	06/07
Second Step	V	Pre K-5	900	April 09	April – May 2009	Fall 2009
All Stars	A, C, D, E	7	375	2005/2006	2005	Fall 2005

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		Grades K-8
X	Conflict Mediation/Resolution	V	Grades 5-8
X	Early Intervention and Counseling	ATODV	Grades K-8
	Environmental Strategies		
X	Family and Community	ATODV	Grades K-8

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	ATODV	Grades K-8
	Service-Learning/Community Service		
x	Student Assistance Programs	ATODV	K-8
X	Tobacco-Use Cessation	T	Grades 4-8
X	Youth Development Caring Schools Caring Classrooms	V	Grades K-5

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
Aggression Replacement Training	V	K-8	1450	9/05	NA	9/05

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

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

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

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

The decision to use Second Step, Caring School Communities and All Stars was initiated by staff, counselors and administrators. CHKS data shows us that only 13 % of our middle school students feel very safe at school. Sixty-one percent of the 5th graders surveyed indicate they feel very safe at school. We feel that the use of this social skills program will assist us in helping more students feel safe at school.

The selection of research based activities has been based on data collected from the CHKS, UMIRS and the Getting Results Handbook. This research shows the importance of youth development/asset acquisition to academic achievement and success in life, ATOD use, involvement in risky behaviors, and aggressiveness. As a result of our analysis of collected data, we have selected the following activities: “After school Programs”, “Conflict Mediation/Resolution”, “Early Intervention and Counseling”, “Family and Community Collaboration”, “School Policies”, “Tobacco-Use Cessation”, and “Youth Development.”

Each school site has a full or part-time counselor (funded from a variety of sources) on campus available to students for small group, large group and individual counseling. These counselors also teach lessons in classrooms using Second Step or Caring Schools Communities

Additional guidance was provided by the Health and Safety Coordinator of Butte County Office of Education and the DATE County Coordinators. The DATE County Coordinators meet three-four times yearly to review research-validated programs and determine which ones best meet our districts’ needs.

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, and 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 Thermalito Union School District conducts the CHKS every two years. This survey will continue to be implemented bi-annually, with the next implementation scheduled for the fall of 2015. This survey will include the Resiliency Module as a measure for youth development. Student and staff focus groups will be conducted each year to determine the efficacy of ATODV prevention programs. The Advisory Committee will review and analyze focus group information as well as the CHKS data and suspension, expulsion, and truancy data. All information will contribute to the Healthy Kids Survey annual review. This yearly review will help determine trends and specific strengths and needs at each site. This review will be formulated into a written report and presented by the District Prevention Coordinator to the School Site Councils and Board of Trustees.

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

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

Data Collection Timeline

- 1) CHKS data was collected in 1999 as baseline data. Comparison data was provided by the 2001 CHKS implementation. Progress data will be collected in fall 2013.
- 2) The Advisory Committee will conduct an annual review of suspension, expulsion, and truancy data during September and October of each year. The committee will include the CHKS data in this review in 2008, 2010, 2012, and 2014.
- 3) Staff and students will participate in focus groups regarding alcohol and tobacco programs during each school year with a summary report due to the Advisory Committee for its fall annual review.

Reporting Timeline

- 1) District DATE coordinator, with assistance from the Health and safety coordinator from Butte County Office of Education, will develop an analysis of all data sources by June 1 of each school year.
- 2) A written report, incorporating tables of the CHKS will be developed by the District DATE Coordinator and the Advisory Committee by October 31 of each school year.
- 3) A summary of the report will be presented to the District Board of Education by the first board meeting in November of each school year.
- 4) Summary information will be made available to parents and community partners through the Advisory Committee's meeting minutes. These can be included in parent newsletters and student newspapers throughout the school year but specifically in fall of each school year. Program information as well as Red Ribbon Week publicity will be included in the local newspapers.
- 5) Advisory Committee site representatives will report information to principals and staff at the end of the year staff meeting.

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])

The school district defines the highest need students as students who receive Title I services, are English Language Learners, have emotional or mental health problems, have received a discipline citation, and are performing below standards.

The following services are funded for students with the greatest needs:

- 1) Student Study Teams which are a team based approach to gathering information and adapting the school environment to address students’ needs
- 2) After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities
- 3) Saturday School Programs and diversion or community service programs for students cited for ATOD use and campus, bullying, and other discipline problems
- 4) A referral system to community organizations and agencies for family counseling and support services
- 5) Youth development activities to build character and peer-refusal skills
- 6) Site based counseling at all sites.

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.

Our district Advisory Committee is comprised of members from other funded programs, such as the county DATE coordinator and coordinator of Special Projects. Representatives from the parks and recreation department, community based organizations, and the Public Health Department will join us to integrate programs and coordinate prevention efforts.

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

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

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the Advisory Committee and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communications through the beginning of the year welcome package, as well as, the CHKS parent permission and our parent newsletters will continue to inform parents of a variety of issues and report out survey results yearly. Other notification procedures on such issues as “Parent Choice Options” and Safe School Status are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in the district yearly to notify them of their options.

Performance Goal 5: *All students will graduate from high school. Not Applicable for our K-8 district.*

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.

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

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

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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:
- a. Truancy rates;
 - b. 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;
 - c. 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
 - d. 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.

Julian Diaz

Print Name of Superintendent

Signature of Superintendent

July 1, 2014

Date

Pang Xiong

Print Name of Board President

Signature of Board President

July 1, 2014

Date

Jeanette Spencer

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

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

July 1, 2014

Date

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

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

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

Appendix B – Web Links

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/>