SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 12.1e

Meeting Date: June 2, 2011

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(continued)

<u>Part III</u> – Assurances and Attachments

Assurances…….. *169-178*

Part I
Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educ

- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr/

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- AYP Reports – http://www.cde.ca.gov/ta/ac/ay

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	

and consequences regarding violence, alcohol, tobacco, and other illegal drug use,

District Profile

Sacramento City Unified School District

Vision

At Sacramento City Unified School District, we strive to be a place where children come first – where a child's best interest is at the heart of

Pillar I: Career and College Ready Students

A. Provide students with a relevant, rigorous and well-rounded education that includes 21st Century career exploration, visual and performing arts and meets four-year college and university requirements.
B. Create professional development opportunities that are practical and have high impact on student learning.
C. Develop rigorous, holistic assessments to measure ongoing student progress.

Pillar II: Family and Community Engagement

A. Develop meaningful opportunities that will empower parents to participate in their children's education.
B. Ensure that every school will become an integral hub of community life to provide open space and access to resources.
C. Increase strategic partnerships that expose students to career pathways through internships and service learning.

Pillar III: Organizational Transformation

A. Create a ~~-no-~~

and 18% white. About 7% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38% of students do not speak English at home.

SCUSD

Approximately 11% of SCUSD students participate in a full continuum of Special Education programs; 64% of these students have Speech/Language Impairments or Specific Learning Disabilities.

Economically disadvantaged students at Title I schools achieved at only slightly lower levels than all Title 1 students. Asian, White, and students of two or more races outperformed other groups. Fifty percent or more of these three groups scored at Proficient or Advanced. The African-American, American Indian or Alaska Native, Asian, Latino, Native Hawaiian or Pacific Islander did not meet the Annual Measurable Objectives (AMOs).

The 2010-2011 student ethnic distribution is as follows:

Ethnicity	Percentage
Hispanic	36%
American Indian/Alaskan Native	1%
Asian	19%
Pacific Islander	2%
Filipino	1%
African American	18%
White	18%
Two or more races (multi-race)	5%

The 2010-11 student language distribution is as follows:

Top 10 Languages	Total Number of English Learner and Fluent English Proficient	Percentage
Spanish	8,957	19.62%
Hmong	3,440	7.53%
Cantonese	1,323	2.90%

several schools and additional programs will be added in the fall. Spanish Immersion Programs are at Edward Kemble Elementary School, Cesar Chavez Elementary School and Bowling Green Charter School. Our Transitional Bilingual Spanish Program is at Ethel Phillips Elementary School. The newly established Chinese-Cantonese Immersion Program is actively increasing community interest at the Elder Creek Elementary School. Additionally,

- Supports to Parent Advisory Council, School Site Councils, etc.
- District Parent Resource Center (supports 43 school site parent resource centers by providing workshops for parents and referral resources)
- District Parent Engagement Conferences
- Volunteer Office

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

The Sacramento City Unified School District (SCUSD) has implemented a consistent process for periodically measuring student progress toward achieving the California ~~s~~tudent academic achievement standards.‖ The district uses one of the most powerful tools in driving instruction is a comprehensive benchmark assessment used in a formative manner. The *Curriculum Associates Benchmarks (CAB)* assess all standards of a particular grade given at strategic points throughout the year. Comprehensive benchmarks are important for several reasons. They allow teachers to make informed instructional decisions to improve student achievement, they define essential standards to be taught in an upcoming pacing period and provide the opportunity for teachers to reflect on their own instruction and practice to get better results.

The CAB data with other student performance evidences inform teachers and staff about the student learning progress. Through the data inquiry process at the schools, the teachers and staff plan what instructional adaptations need to be taken to promote further learning. The CAB is administered at least three times a year. The teachers and school staff can obtain performance data reports immediately after the administration of the CAB,scantron is used to generate the immediate results.

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and***

- Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
- Develop a measure for a year's growth for every subject and grade level.
- Develop and train teachers on common assessments that inform teaching.
- Develop a common understanding of exemplary student academic writing that can be used as a standard to evaluate student work.
- Train administrators and teachers on developing school/family partnerships that focus on student learning.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: **English Language Arts Instructional Guides (Pacing Guides, Standards Maps, and Courses of Study)** • Utilize state–adopted ELA curriculum resources • Refine ELA standards maps, pacing guides, and courses of study • Create standards-based instructional action plans **District Benchmark Assessments in Reading Language Arts** • Continue implementation of formative standards-based and aligned district ELA Benchmark Assessments. Administration is mandated three times per year for all students in grade 1-8, with an optional fourth administration • Pilot formative standards-based and aligned district ELA Benchmark Assessments in grades 9-12 • Continue administration of curriculum embedded assessments **Professional Development** • Provide opportunities for teachers to collaboratively analyze ELA benchmark assessments results, curriculum embedded assessment results, and student work to inform instruction and determine professional development topics • Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning	**Persons Involved**			

access to a rigorous standards aligned core instructional program. These include:

a. Use of research-based SDAIE strategies
b. Literacy instruction focused on the five foundational literacy skills (phonemic awareness, phonics, comprehension, vocabulary, and fluency)
c. Process approaches to writing instruction
d. Small group instruction (guided reading)
e.

- Director of Multilingual Literacy
- Director Special Education;
- Director of Integrated Support Services
- Director of Youth Development and Support Services,
- Coordinator, State and Federal Programs
-

that accompany recently adopted curriculum materials d. **Student Information Systems:** Zangle grade book, calendars (secondary), and emails, Data Director • Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. • District-wide use of Data Director, web-based data warehouse, to access ELA data • Provide on-going support focused on technology integration within ELA curriculum • Provide support to school sites to maintain technology infrastructure	Technology • Director of Secondary Initiatives • Director of Multilingual Literacy • Director Special Education; • Coordinator of Instructional Technology • Coordinator, Equity, Access, and Excellence • Coordinator, GATE • Instructional Support Team (Training Specialist), • Site administrators, teachers and parents **Timeline** • Ongoing			

5. Staff development and professional collaboration aligned with standards-based instructional mat9.47998 2

Literacy CEL/ExLL, etc.)

- Adolescent Literacy (grades 7-12): focused on strategies to foster and increase student skills in reading and writing within the content areas (West Ed-Strategic Literacy/Reading Apprenticeship, Foundation for Comprehensive Early Literacy,

Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Advisory Council, Policy Council, Indian Education Committee

- Review reading/ELA assessment results and provide input on the development of the School Development

	Timeline • Ongoing			

9. Targeting services and programs to lowest-performing student groups:

Continue to provide services and programs targeted to lowest performing students through the following strategies:

- Provide intensive reading/ELA intervention programs based on diagnostic testing, STAR testing, and CELDT results to students as needed during and after school
- Provide district- level, one-on-one classroom instructional coaching support, to identified schools with the lowest performing student groups
- Provide summer school intervention for SWD's who are not making adequate progress towards meeting their IEP goals
- Provide students at the lowest performing schools who are not making adequate progress opportunities for summer school to prevent summer learning loss
- Partner with outside organizations to provide tutoring and reading enrichment for students identified as not making adequate progress towards meeting the reading/ELA standards
- Target lowest performing students to attend after school supplemental educational service programs in reading/ELA
- Provide professional development for afterschool program staff on meeting the needs of low performing students including EL's, SWD's, and struggling students

Persons Involved

- Chief Academic Officer,
- Chief Accountability Officer,
-

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

Planned Improvement in Student Performance in Mathematics

The district has established the following performance goals in mathematics as measured by the CST/CMA and CAHSEE assessments for school years, 2010-11 and 2011-12:

Assessment	2010-11	2011-12
CST/CMA	• Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 46%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%.	• Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.
CAHSEE	• Increase the overall percentage of students scoring at or above proficient by at least 10% (2009-10 performance measure is 54%). • Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%.	• Exceed the 2010-11 performance of students scoring at or above proficient by at least 10%. • Exceed the 2010-11 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The Strategic Plan 2010-14: *Putting Children First* outlines clear strategic objectives which form the basis of the work at the central office, sites and classrooms. In the area of mathematics, the following objectives support Performance Goal 1:

- Develop instruction and curriculum in mathematics that captures student interest and motivates and challenges each child – regardless of ability level – to higher achievement.
- Expand and replicate highest-performing schools and programs.
- Develop clear expectations about what students need to know and master at every grade level.
- Develop instruction and curriculum that connects student learning to the real world of work.
- Invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to critically think, work with others, solve problems, struggle with difficult tasks and enjoy school.

- Develop training designed to address each area of the School Quality Review process.

o

o Technology Integration o Academic Vocabulary o Teaching/Learning Conversation Protocols o Student-work Protocols				

relevance, enhance problem solving and communication skills o Algebra Support – Drop-in problem-based curriculum units for Algebra 1 courses, used to supplement and reinforce major Algebra 1 standards, including solving and graphing linear and quadratic equations, rational expressions, exponents, and polynomials using a hands-on inquiry approach o Middle Grades Math Academy - is designed to model a learning environment that meets the needs of all students, helping them to become successful problem solvers who are able to use mathematics as a powerful tool for making sense of situations and information in the real world; provides a focus on algebraic reasoning and the inter-relatedness of algebra and geometry; and develops mathematical reasoning skills o *Math Forward* – using technology, best practices, formative assessments, and real-world problem-solving to improve student learning at the secondary level o Lesson Design – intentional instruction designed to teach for understanding: standards, instructional strategies, assessment, rigor, and relevance o Train administrators and teachers in the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to construct action plans for continuously improving student learning o Mathematics training specialists facilitate targeted, ongoing job embedded professional development by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support	• Instructional Support Team (Math Training Specialists) • Administrators • Teachers **Timeline** • Ongoing			

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

Involvement

- Involve parents and community through local district and school-site activities:
- Conduct various parent-community meetings (SSC, ELAC, DAC, DELAC, PTA/PTO, Indian Education Committee, Policy Council, Parent Advisory Council, task forces, etc.)
- Review math assessment results and provide input on the development of the School Development and Improvement Plan (SDIP) to improve performance
- Send each parent his/her student's individual STAR assessment results with an explanation of how to interpret them.
- Provide opportunity for K-6 parents to participate in two parent-teacher conferences to discuss progress towards mastering the California Mathematics Standards
- Convene parent conferences at the high school,

	Programs • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers • Parents **Timeline** • Ongoing			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **Auxiliary Services** • Conduct orientation meetings for students matriculating from one grade band to the next (Pre-school, K-6, 7-8, 9-12) • Provide parent information packets and activities for: transition to kindergarten • Provide parent workshops via the Parent Academy, such as: o Communication Skills o Homework Assistance o Standards-based Report Cards o Grade Level Math Content Standards o State and Local District Assessments o Effective Parent-Teacher Conferences • Offer remediation classes for students who have not yet passed the CAHSEE • Provide Night School: high schools, adult schools, and community colleges offer credit recovery • Continue to implement the parent-teacher home visit program	**Persons Involved** • Chief Academic Officer • Chief Accountability Officer • Chief Family & Engagement Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum &Instruction • Director of Secondary			

	Development • Director of Youth Development and Support Services • Director of Integrated Support Services • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers • Parents **Timeline** • Ongoing			
8. Monitoring program effectiveness: **Monitoring** • Evaluate program effectiveness through data analysis of District Benchmark Assessments, CST, CAHSEE, School Quality Reviews, student work samples, classroom observations, and survey results • Monitor the content (alignment with standards, cognitive demand, accuracy, diversity and relevance), presentation (alignment of instructional components, organization, readability, pacing, and ease of use), and learning (differentiation, strategies, interventions, and assessments) to determine implications relating to curriculum, instruction, assessment, and professional development: o Analyze and track math benchmark results by content strands and subgroups	**Persons Involved** • Chief Academic Officer • Chief Accountability Officer • Area Assistant Superintendents • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual	• Benchmark Assessments • Data Director Tool • Release Time • Teacher Stipend	$499,250	• General Funds • Title I • Title II • EIA-SCE

o Triangulate CST/CAHSEE data, benchmark results, and student work to determine specific learner-centered problems and problems of practice o Conduct instructional rounds and other classroom observations to assess the effectiveness, alignment, and fidelity of implementation of the mathematics program	Literacy • Director of Special Education • Director of Child Development • Coordinator of Equity, Access & Excellence • GATE Coordinator • Administrators • Teachers **Timeline** • Ongoing			

9. Targeting services and programs to lowest-performing student groups:

Academic Intervention Services and Support

- Provide targeted, ongoing professional development on effective instructional delivery of standards-based curriculum to meet the need of students at Basic, Below Basic and Far Below Basic, with specific focus on:
    a. a/Tt563 54 adW n BT/F2 9.96 Tf1 0 0 1 130.7 4

parent exception waiver has been granted for an alternative program.

Students who are not yet fluent in English—that is, students who score at the Beginning or Early Intermediate levels on the California English Language Development Test (CELDT) — are placed in a Structured English Immersion (SEI) program where students are taught overwhelmingly in English, but may be supported in the students' primary language.

At the elementary level, English learners who score at the Intermediate level or above on the CELDT as well as students who score at the Early Advanced or Advanced level who have not yet met district criteria for reclassification are placed in an English-Language Mainstream (ELM) program. At the secondary level, ELs who score at the CELDT Intermediate level are placed in either an SEI or ELM program, depending on level of achievement on the California Standards Test/English Language Arts (CST/ELA). Students scoring at the CELDT Early Advanced or Advanced levels who have not yet met district criteria for reclassification are placed in an ELM program.

Schools are to form classes to ensure that every student is appropriately placed and served. At the elementary level, where feasible, separate and distinct SEI and ELM classrooms are to be designated in order to ensure that every student receives developmentally-appropriate instruction.

A parent may request that the child be enrolled in an alternative language (bilingual education) program, which utilizes the native language to provide academic instruction. In such cases, the parent must complete a *Parental Exception Waiver for an Alternative Program Form*. At the elementary level, the district authorizes the sites to provide one of three program options: Spanish/English Transitional Bilingual Education Program; Spanish/English Dual Immersion Program; or Chinese/English Dual Language Immersion Program.

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and district policies and procedures. Categorical funds are to supplement the base educational program, which is supported by the general fund.

Appropriate Use of General Funds

The general fund is utilized to support delivery of the core curriculum and all base program services. The Administrative

instructional supplies; mandated assessments; and other essential district services that are provided to all students.

Economic Impact Aid/LEP funds

The district receives EIA/LEP funding based on a per-pupil formula for identified English learners which is triggered annually by the R-30 Language Census. Eighty-five percent of these funds are to be used for direct services to students. Schools receiv

Federal Categorical Funds

EIA/LEP or Title III funds that equal or exceeds $500, in accordance with state guidelines.

The district will properly assess administrative costs for direct or indirect costs of federal funds for salaries and wages in proportion to the allowable quantity and duties of the employee, in accordance with state guidelines.

c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:

- **Meeting the annual measurable achievement objectives described in Section 3122;**
- **Making adequate yearly progress for limited-**

				4 years	**4 years**
					5 - 6 years
CELDT Level:	Early Intermediate	Intermediate	Intermediate	Early Advanced	

placement of students; the extent to which programs and instruction are consistent with theories of effective practice and are implemented with fidelity; and the qualifications and effectiveness of staff. The district will utilize the English Learner Subgroup Self-Assessment (ELSSA), Parts B – E, which we will adapt for use at the school level, as an approach for gathering this information from the sites. The principal will be responsible for seeing that the ELSSA is administered annually and that summary indices are reported to the district.

Chart V-B
Evaluation Specifications: Student Outcomes

ENGLISH LANGUAGE DEVELOPMENT		
Goal	**Performance Target**	**Description/Analysis**
Goal 1: English learners will make continuous and sustained progress toward full academic proficiency in English. **Measure:** California English Language Development Test	1.1 80% of ELs will show an overall gain of one level or more on the CELDT annually. A student who has been continuously enrolled in the district will be designated ~~C~~ELDT proficient ll after five years. (See Chart V-A).	Annual change rates, by level of proficiency By segment, school, language, years enrolled, and program Cohort studies of progress over time
	1.2 ELs will meet or exceed annual state-established targets for AMAO 1 and AMAO 2.	By school

demonstrate continuous and sustained achievement in English language arts. **Measure**: California Standards Tests / English Language Arts	Below Basic, Below Basic, or Basic will make a level gain annually.	By CELDT level By segment

Tests / Mathematics		
	3.2 80% of ELs who are CELDT proficient will score Proficient or Advanced on the CST/ELA.	By CELDT level By segment By language
	3.3 80% of students who have been continuously enrolled in the district will score Proficient or Advanced on the CST/ELA within six years.	By years enrolled By segment By language

Goal 3b: English learners mage243

	Spanish bilingual education program will score Proficient or Advanced on the STS in mathematics.	By grade level By school
PROGRESS TOWARD REDESIGNATION		
Goal	**Performance Target**	**Description/Analysis**
Goal 5: English learners will show rapid progress toward reclassification. **Criteria**: CELDT; CST/ELA; mastery of grade-level curriculum	5.1 80% of English learners who have been continuously enrolled in the district will be	

Measure: High school diploma		

School Improvement Planning and Evaluation Processes

The Sacramento City Unified School District is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision-making.

The district respects the difficulty involved in changing schools and schooling in ways that have a meaningful impact on students. To ensure that students are the central focus of ongoing school improvement efforts, the district will implement school improvement processes that—

establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;

promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities;

provide for high levels of coordination among district-level departments and between the district and the schools;

ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities.

As part of the development of each school's Single Plan for Student Achievement (SDIP), site personnel will examine student achievement data in order to develop specific change initiatives that contribute to the improvement of programs and services for all English learners

d. Describe how the LEA will promote parental and community participation in LEP programs.

The District will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. The district and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningf andcromprensis andwvill ensure that the parents and fi

	on the CST/ELA		
	CELDT Early Advanced or Advanced *but* Below mid-Basic on the CST/ELA	One period of Language Arts 7/8 SDAIE	Holt Language and Literature
Lang age Arts 7/8	CELDT Early Advanced or Advanced *and* ≥ scale score 324 or above on the CST/ELA	Differentiated instruction within the core language arts course	Holt Language and Literature

The Heinle Visions program or the Milestones program serve as the district-adopted ELD program at the high school level. Both series, which are designed to serve as both intervention and ELD programs, are organized in four levels.

English learners at the CELDT Beginning - Intermediate levels of proficiency are to receive two periods of English language development instruction. Students at the Early Advanced or Advanced levels on CELDT are to receive one period of 0.1 or mainstream English, depending on achievement on the CST/ELA. If the student reads fewer than two grades below grade, s/he is to receive an additional period of strategic English as an elective.

Chart III-C
High School ELD/ELA Course Descriptions

Course	Placement Criteria	Description	Adopted Program

	and Below mid-Basic on the CST/ELA		
English 9.1 – 12.1	CELDT Intermediate *and* ≥ scale score 324 or above on the CST/ELA *and/or* Enrolled in U.S. schools ≥ 6 years	One period of .1 English *and* One period of intensive or strategic reading intervention, depending on need	Holt Language and Literature
	CELDT Early Advanced or Advanced *but* Below mid-Basic on the CST/ELA	One period of .1 English *and* One period of intensive or strategic reading intervention, depending on need	
English **9 - 12**	CELDT Early Advanced or Advanced *or* ≥ scale score 324 or above on the CST/ELA	One period of core English	Holt Language and Literature

At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
2. Students are to be placed in ELD and/or ELA instruction on the basis of English proficiency level, achievement on the CST/ELA, and time in the U.S.
3. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.
4. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards.
5. Teachers are to utilize research

Professional Development

The district and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners. The district and schools will provide professional development that builds, refines, and expands teachers' pedagogical repertoire, content knowledge, and the skills to integrate both. The content of professional development will focus on the use of research-based instructional practices; the implementation of district-

		Description of how the LEA is meeting or plans to meet this requirement.

and instruction that provides English learners with access to the core curriculum.

The Area Assistant Superintendents and the Director of the Multilingual Literacy Department will share responsibility for providing ongoing support to principals in their efforts to monitor the delivery of programs and services.

			At **Tier 2**, specific interventions (as opposed to differentiation) are provided, typically in a small-group setting by the classroom teacher or by a specialist. Services are supplemental, reflecting both increased time focusing on the area(s) of weakness and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, s/he may move on to Tier 3. A student who meets those targets will typically fall back to Tier 1. At **Tier 3**, interventions are more intensive and more individualized. Services are typically provided in small-group and one-to-one settings.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	The Director of Multilingual Literacy Department collaborates with other departments within the Academic Office which includes; • Special Education, • Early Childhood Development, • High School Reform, • GATE, • Curriculum and Instruction, • Equity Access and Excellence, • and State and Federal Program The focus for collaboration is the development and implementation of district-wide initiatives such as the Single Plan for Student Achievement (SPSA), EL professional development opportunities, parent trainings, and training to site EL representatives on Title III program and services.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	The primary purpose of the English Learner Master Plan is to provide the district and the schools with a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and

site English Learner Advisory Committees; the annual evaluation of

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

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required		

A new enrollee who comes from another school in the district is not retested. When a new enrollee comes from another district in California, however, the MOC may request a current CELDT score, using the *CELDT Scores Request Form*.

c.

such cases, however, the student is to receive instruction that develops proficiency in English and promotes academic achievement.
The MOC inputs initial CELDT results, English fluency classification, recommended program placement, and date of enrollment into the district student information system.

The MOC provides the parent with a folder with the *Initial Notification of Language Assessment and Program Placement,* which the parent brings back to the enrolling school. The school is to place this notification in the child's cumulative folder.

a. **How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;**
b. **How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;**
c. **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;**

Elementary Structured English Immersion Program

Students at the Beginning and Early Intermediate levels on the CELDT are to be placed in a Structured English Immersion (SEI) program (Chart II-A). Students must receive specialized English Language Development (ELD) instruction on a daily basis, using the district-adopted ELD program as well as grade-level instruction in the core curriculum using Specially Designed Academic Instruction in English (SDAIE). Chart II-A identifies the essential elements of an elementary Structured English Immersion program:

Chart II-A
Elementary Structured English Immersion Program

General program description	A **Structured English Immersion (SEI) program** is designed to promote the rapid acquisition of English for students who have not yet developed basic listening aination>> BDC Tf1 0 05t3r341(et)-7(.8

proficiency will be enrolled in or transferred to a designated English Language Mainstream program. The District defines ~~r~~reasonable fluency‖ for students in the elementary grades as an overall score of Intermediate on the CELDT.

Qualifications of staff	All SEI teachers will hold CLAD authorization, or the equivalent, or are enrolled in an approved training program leading to certification within two years.

			students who have acquired basic fluency in English but who are not yet ready to be reclassified. An ELM program includes 30 minutes of daily specialized English language development instruction appropriate to each student's level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies utilizing supplemental curricula and special scaffolding and support. At the elementary level, ELM teachers are to provide individualized instruction and targeted interventions, as needed, to prevent the student from incurring long-term academic deficits. The program is delivered within a designated English-language mainstream classroom that includes both English learners and native speakers of English.	
		Goals	The English-Language Mainstream program addresses two general student outcomes: 1. English learners will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills. 2. English learners will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards.	
		Entry and exit criteria	A student who scores at the Intermediate level or higher on the CELDT will be enrolled in an ELM program unless the district has granted a parental exception waiver for enrollment in an alternative program. The student will continue to receive services in an ELM classroom until any academic deficits have been recouped and the student has been reclassified. A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any	

	time during the school year.	
Program selection and assignment	The school will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs. The school will make a reasonable effort to ensure that each student is assigned to the school and program requested by the parent.	
Classroom formation and composition	Depending on student enrollment patterns, each site will designate one or more ELM classrooms at each grade level to ensure that English learners can be appropriately grouped for instruction. At sites where all teachers hold CLAD authorization, the school may wish to designate all classrooms as either SEI or ELM. A school may designate a classroom as both SEI and ELM where fewer than 10 students who must receive an SEI program are enrolled at a given grade level.	
Language Use	All classroom instruction is to be conducted in English.	
Qualifications of staff	All ELM teachers will hold CLAD authorization, or the equivalent, or are enrolled in an approved training program leading to certification.	
Evaluation	The school will conduct an annual evaluation of the impact of the ELM program on the following student outcomes: 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district targets for growth on the CELDT. 2. English language arts – The site will identify students scoring at each performance level on the CST/ELA. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level.	

	3. Academic achievement – The site will identify students scoring at each performance level on the CST/Math. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level.

Elementary Alternative Language (Bilingual Education) Programs

The district has adopted three alternative language programs that elementary schools may offer:

1. Transitional Spanish/English Bilingual Education (Early or Late Exit);
2. Dual Immersion Spanish/English 50/50 model;
3. Dual Immersion Chinese/English 80/20 model.

If a school adopts one or more of these models, it will identify the model(s) in its Single Plan for Student Achievement (SDIP). The site may petition the Multilingual Literacy Department to adopt an alternative approach or to modify one of these models; however, the school establishes that the model is research-based and program staff must evaluate the effectiveness of the alternative approach annually. Under no circumstance may the site utilize categorical funds to establish or implement a program model that is not research-based.

Chart II-C

Elementary Transitional Spanish/English Bilingual Program

General program description	The **Transitional Bilingual Education (TBE) Program** is designed to

	proficiency in English, including listening, speaking, reading, and writing. 2. English learners will demonstrate reasonable and continuous progress at each grade level toward mastery of essential subject matter objectives in both English and Spanish. 3. By the end of grade 3, students will demonstrate mastery of grade-level reading/language arts standards in Spanish that are transferable to English, whatever the model.
Entry and exit criteria	Enrollment in a transitional bilingual program is determined by parent request. The student must demonstrate basic oral proficiency in Spanish. Exit is determined by grade level or parental request.
Classroom formation and composition	When at least 20 parents in each grade request that their children be enrolled in a TBE program, the school shall establish such designated bilingual classrooms unless the principal denies the waiver request in accordance with procedures in Section I. A sequential program must be delivered. Depending on enrollment patterns, the school may enroll bilingual native speakers of English and I-FEP kindergarten students in a TBE classroom provided that the parent requests such an enrollment. **No classroom will be designated both a bilingual and an SEI11[t)-3(h)13( )- enrollmer**

	Grade 1 285 minutes		

		proficiency, including literacy, in English and Spanish. 2. By grade 5, students will demonstrate mastery of grade-level content standards in both English and Spanish. 3. All students will develop high levels of self-esteem, will appreciate and understand the values of other cultures, and will demonstrate cross-cultural competence.
	Entry and exit criteria	Enrollment in a dual immersion program is determined by parent request and home language. Spanish speakers who are classified as I-FEP may be placed in a dual immersion kindergarten as long as a reasonable balance between English learners and native speakers of English is maintained. The parents of English learners are required to submit a waiver. The parents of English speakers are not required to complete a waiver, however. A new student may not enter the program after grade 1 unless s/he has previously been enrolled in such a program and his or her proficiency in both Spanish is comparable to that of students who have been enrolled in the program since kindergarten. Students are expected to remain in the dual immersion program through grade five.
	Classroom formation and composition	It is recommended that 50% of students be English learners and 50% be native speakers of English. However, depending on kindergarten enrollment requests, the site may as a policy form classrooms that include 1/3 ELs; 1/3 balanced bilinguals; and 1/3 native speakers of English. A student whose home language is Spanish but who is classified as I-FEP will be considered to be a native speaker of English if s/he is non- or very-limited Spanish speaking at the time of enrollment.

d. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

Special Education Services

English learners must have equitable access to the same education programs and services as English-speaking students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. [PL 108-446 614[b](5)[c].

A student may not be referred for special education services unless and until it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a signification period of time, have been confirmed not to work. In the case of English learners, three potential domains are to be considered: English language development instruction, core reading instruction, and academic instruction in the other content areas of the core curriculum. The district has adopted a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions, through the general education program, prior to referral for special education.

The Student Study Team (SST) is the problem solving and coordinating structure that assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST provides an opportunity for school staff, family members, and community agencies to identify concerns about individual students and to design a positive course of action and to monitor the impact on students. The site will contact the parent or legal guardian regarding any concern the school has about the student's lack of linguistic or academic progress, in a language the parent understands where feasible, and will inform the parent of various interventions that are being implemented and the impact of those interventions on the child's progress. The site will also make every effort to involve the parent on the SST.

When evaluating an English learner for special education services, the SST should consider the factors that might include:

Length of time in the U.S. and degree of adjustment and acculturation;
History of prior schooling, including special education services
Teacher expectations for student outcomes
Instructional program inputs and interventions
Progress in English over time

All special education staff who works with English learners must either hold state or local authorization or be enrolled in training to complete approved coursework leading to certification. Teachers who provide special education services to students who are at the beginning or early intermediate levels in English will hold CLAD certification or be enrolled in a training program leading to authorization.

The site will ensure that all parent notification procedures are provided, where feasible, in the language the parent understands best and that appropriate support is provided to parents to ensure meaningful participation in the IEP development and monitoring process.
All follow-up services and activities for an English learner will be provided in accordance with district requirements.

e. information pertaining to parental rights that includes written guidance detailing –

i. the right that parents have to have their child immediately removed from such program upon their request; and

ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;

iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

The *Initial Notification of Language Assessment and Program Placement* notifies parents of the opportunity to apply for a parental exception waiver for their child to participate in an alternative (bilingual) program. In such cases, the parent completes a *Parental Exception Waiver Option for an Alternative Program Form*. District procedures for granting or denying waivers include the following:

1. Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school.

2. Parents and guardians are informed of any recommendation by educational staff for an alternative program. Any such recommendation is to be based on the individual needs of the child, including such factors as previous enrollment in an alternative program, the desire of the parent for placement in such a program, or evidence that the child will benefit from enrollment in an alternative program. Parents are to be given oral and written notice of their right to refuse this recommendation.

		notification, the parent may request a change in the child's program placement. The school is to file annual parent notifications in the student's cumulative file.

LEA Parent Notification Failure to Make Progress
If the LEA fails to

Performance Goal 3: ***By 2013-2014, all students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development

Our Strategic Plan 2010-2014: *Putting Children First* illustrates the district's commitment to continuous improvement and lifelong learning for students and employees. Pillar 1: Career and College Ready Students (section B) states that all staff will thrive in an environment focused on learning and continuous improvement. Professional development opportunities are aligned with best practices that have high impact on student learning.

The goal is for all schools to use the School Quality Review to guide their improvement efforts and collaborative data inquiry process as vehicles for continuous improvement. These goals will be met in the following way and are intended to meet the Highly Qualified Teacher (HQT) requirements set forth in the No Child Left Behind Act of 2001:

1. Invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
2. Provide training designed to address the domains of the School Quality Review process.
3. Train principals and teachers to use data inquiry teams to connect student results to effective instructional practices.
4. All teachers and paraprofessionals will be highly qualified.

STRENGTHS	NEEDS

Performance Goal 3: ***By 2013-2014, all students will be taught by highly qualified teachers.***

Planned Improvements for Professional Development:

The district's Professional Development Plan is based on National Staff Development Standards and is aligned to the objectives in Strategic Plan 2010-2014: *Putting Children First*. The following objectives are specific to Performance Goal 3:

- Planned Impro

a) **How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement**:

- Data inquiry process will be used for instructional planning, benchmark assessments and student work samples.

Math:

- The Standards for Mathematical Practice with an emphasis on problem solving, reasoning, arguments, modeling, and use of appropriate tools to develop students' mathematical thinking and build conceptual understanding
- Mathematics as a Second Language – Build a solid conceptual understanding of the operations of numbers, as interrelationships among numbers, algebra, and geometry at the K-6 level
- Pre-Algebra – a hands-on, problem-based approach to pre-algebra designed to build relevance, enhance problem solving and communication skills
- Algebra Support – Drop-in problem-based curriculum units for Algebra 1 courses, used to supplement and reinforce major Algebra 1 standards, including solving and graphing linear and quadratic equations, rational expressions, exponents, and polynomials using a hands-on inquiry approach
- Middle Grades Math Academy - is designed to model a learning environment that meets the needs of all students, helping them to become successful problem solvers who are able to use mathematics as a powerful tool for making sense of situations and information in the real world; provides a focus on algebraic reasoning and the inter-relatedness of algebra and geometry; and develops mathematical reasoning skills
- *Math Forward* – using technology, best practices, formative assessments, and real-world problem-solving to improve student learning at the secondary level
- Lesson Design – intentional instruction designed to teach for understanding: standards, instructional strategies, assessment, rigor, and relevance

embedded professional development by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support

ELA:

Address professional learning and collaboration of PreK-12 ELA teachers and administrators:

- Balanced Literacy: to support teachers effective use of literacy structures such as Guided Reading, Shared Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, and Word Study) to increase student ELA achievement (i.e. Teachers College

support student acquisition of academic language and content knowledge and skills

- Inclusive Practices focused on instructional strategies to support Students with Disabilities in the general education setting through co-teaching, positive behavior supports, and collaborative planning
- Differentiated Instruction strategies to support students with various learning needs including English Learners, Students With Disabilities and other underperforming students
- Literacy Assessment Strategies (Diagnostic, Benchmark and Progress Monitoring) and Intervention focused on providing teachers with a clear picture of students' literacy needs to

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

2. How the activities will have a substantial, measurable, and

3. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:

a) All activities are handled through the Curriculum and Instruction Department for screening and approval. This ensures professional development activities are coordinated, aligned and appropriate.

Persons Involved

- Chief Academic Officer
- Assistant Superintendent of Curriculum & Instruction
- Director of Secondary Initiatives
- Director of Multilingual Literacy
- Director of Special Education
- Director of Child Development
- Coordinator of Equity, Access & Excellence
- GATE Coordinator
- Instructional Support Team (Subject Area Training Specialists)
- Administrators
- Teachers

Timeline
Ongoing

4. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:

a) District and site professional needs will be reviewed to ensure the activities relate to the stated needs assessments.
b) Teachers will learn collaboration skills leading to the coordination of the teaching, and assessment of key/essential standards in the subject matter areas most needing improvement.
c) Teacher collaboration time will focus on reviewing benchmark assessments and developing a plan of action to re-teach unmet standards.

Persons Involved

- Chief Academic Officer
- Assistant Superintendent of Curriculum & Instruction
- Director of Secondary Initiatives
- Director of Multilingual Literacy
- Director of Special Education
- Director of Child Development
- Coordinator of Equity, Access & Excellence
- GATE Coordinator
- Instructional

- Per diem stipends for teachers

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How students and teachers will have increased access to technology and how ongoing professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): Professional development sessions assist teaching and learning. Workshops include but are not limited to: summer institutes, weekend and after school sessions. Professional development offerings in other disciplines are designed to also model and highlight the integration of technology within in all curriculum areas, content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding. Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO) that				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly Students with Disabilities, students with special learning needs (including students who are gifted and talented,) and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data, assessments, and analysis of student work to improve classroom practices and student learning. a) The District has a clear, concise and multi-faceted plan for professional development as described above.	**Persons Involved** • Chief Academic Officer • Family and Community Engagement Officer • Assistant Superintendent of Curriculum & Instruction • Director of Secondary Initiatives • Director of Multilingual Literacy • Director of Special Education • Director of Child Development • Director of School Family and Community Partnerships • Coordinator of Equity, Access & Excellence • GATE Coordinator • Instructional Support Team (Subject Area Training Specialists) • Administrators • Teachers **Timeline** Ongoing	• Training		

9.

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

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in

the needs of individual communities

Family and Community Engagement:

- District has multiple means of communication with family and community members, i.e. Connect Ed; e-Connection; and multiple department, program, and site based newsletter.
- Monthly Parent Information Exchange (PIE) meetings provide parent advisors, community liaisons, district personnel, and community based organizations with an opportunity to share community resources, District initiatives to

Incredible Years: small group and parent components to reduce challenging behaviors in children and increase their social and self-control skills.

Caring School Community: school climate intervention program

Life Skills groups: violence prevention

Peer Mediation and Conflict Mediation programs: restorative justice

Enough is Enough : provides violence prevention and gang awareness school assemblies for 4^{th}-8^{th} graders.

Partnership with Boys and Girls Club: implementation of a gang resistance program for 4^{th}-6^{th} graders

Operation School Bell: sfn1 0 0 1 72.024 518Qu5htratol Bell

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

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

Prevention Program Performance Indicators (4115(a)(1) (B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

[redacted]co, Other Drug Use, and Violence Prevention Performance Measures [redacted]the California Healthy Kids Survey	Most Recent Survey date: FALL 2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th _4_ % 7th _6_ %	5th _1_ % 7th _1_ %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th _4_ % 9th _9_ % 11th _7_ %	7th _1_ % 9th _2_ % 11th _2_ %
[redacted]f students that have used marijuana will [redacted]ally by:	5th _1_ % 7th _12_ %	5th _1_ % 7th _6_ %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th _14_ % 9th _26_ % 11th 33__ %	7th _2_ % 9th _2_ % 11th _2_ %

The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th_60_ % 7th _34_ % 9th _27_ % 11th _35_ %	5th_2_ % 7th _2_ % 9th _2_ % 11th 2_ %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th_67_ % 7th _54_ % 9th _44_ % 11th _50_ %	5th_2_ % 7th _2_ % 9th _2_ % 11th _2_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th _21_ % 7th _13_ % 9th _9_ % 11th _16_ %	5th_2 % 7

Minnesota Smoking Prevention Program	T				ON-GOING	IN USE
Healthy Choices/Healthy Relationships	ATDOV	9 -10	100		ON-GOING	IN USE
Caring Schools and Community	V	K-6	5500		ON-GOING	IN USE
Re-Connecting Youth		9-12	500		ON-GOING	IN USE
Aggression Replacement Therapy	V	9-12	50		N/A	IN USE
Functional Family Therapy	ATODV	7-12	50		N/A	IN USE
The Good Behavior Game	ATODV	K-5	300		March 2011	April 2011
The Incredible Years	ATODV	K-3	125		Sept 2010	Oct 2010
Early Mental Health Initiative	ATODV	K-3	336		ONGOING	ONGOING

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

Based on the research cited in Appendix D, chex D,

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X	Environmental Strategies	V	K-12
X	Family and Community Collaboration	ATODV	K-12
X	Media Literacy and Advocacy	ATODV	7-12
X	Mentoring	ATODV	K-12

	Re-connecting Youth Toward No Drugs Minnesota Smoking Prevention Program 40 Developmental Assets		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target g

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities,

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- District will continue to administer CHKS student and teacher survey biennially. Will ensure that there is at least 60% participation rate at all grade levels (7th, 9th and 11th) in order to have a solid student sample.
- Resiliency and custom modules will be used due to the focus on youth development.
- CHKS results will be shared with the school site administrators, teachers, Youth Engagement Advisory Committee and all the other stakeholders such as after school program providers, local law enforcement agencies and SROs.
- Results will be published in the district newsletter –eConnectll.
- Changes in the performance measures and objectives will be made according to the needs of the district. Suspensions, expulsions and truancy reports will be analyzed to see the district-wide ATODV trends
- Only research based programs and activities will be implemented
- Students will complete pre/post tests before and after the implementation of curriculum series such as Project TND and Project Alert.
- Youth Development Support Services Department will work with school board and district administrators in order to implement anti-tobacco, anti-drug and anti-violence policies.
- Strong relationships with community agencies such as Panacea Inc., other neighboring districts and Sacramento County Office of Education 92.85 Tm[(.15 reW*n0 g83.184 290.45 0.48 13.(t)-4(o i1 098.8941d48 290.45 0.48004 igBTs08)-3(a)13(nce)3()13(t)6( )]

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.

Performance measures include student responses to the CHKS and other curricula based pre-post assessments as well as the quality of completed student work/projects. Surveys by parents and students will assess increased awareness of the dangers of smoking and second hand smoke, decline in suspension for smoking and general decline in smoking. The CHKS will be

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Family And Community Engagement (FACE) Office consists of the Youth Development Support Services, Integrated Support Services, School Family and Community Partnerships and Health Services Departments. These departments provide an integral pillar to support the Districts Strategic Plan 2010-2014 *Putting Children First.* These departments promote the academic success of students by promoting the integrated wrap around services to schools, families, community organizations, students and district staff. Staff in these departments are funded from programs such as TUPE grades 6-12 competitive grant, After School Programs, and other federal juvenile justice grants. These services, along with other federal, state and local prevention efforts are coordinated by the FACE Office.

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

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-

	Increase awareness of informational programs that make Middle School students aware of Smaller Learning Community and Small High School options available (without attendance boundaries)	All 8th Grade	Ongoing • Enrollment Center • High School Recruitment Teams	Flyers for programs created and distributed High School Recruitment Team presen

	American Legion Continuation School Smaller Learning Communities at large comprehensive high schools				
	<u>High School Programming</u> Improve scheduling of all students into small communities, based on student choice, that are rigorous academic and technical programs designed to prepare students for college degrees or post-secondary certificates and the career entry point of their choice	Grades 9-12 Students	Ongoing • Academic Office • Accountability Office • Director of High School Reform • School Site Administrators • High School Counselors • Coordinator of Career and Technical Education	Schedule Audit Enrollment Figures Annual Small Learning Report Annual Linked Learning Report	General Funds Linked Learning Small Learning Communities
	Enroll all students in a Pathway that consists of a coherent program of study that spans at least grades 9–12 and includes at least three core academic courses	Grades 9-12 Students	Ongoing • Academic Office • Accountability Office • Director of High School Reform	Schedule Audit Enrollment Figures Annual Small Learning Report Annual Linked Learning Report	General Funds Linked Learning Small Learning Communities

Continue to support all students by a range of services, which include

	college success in the 21st Century		• Academic Office • Secondary Principals		

E.L.
Monitor reclassification
of

	Implement a central Enrollment Center to standardize enrollment and exit procedures for all students, in conjunction with ARE, the Office of Dropout Prevention and Student Hearing and Placement Department	K-12 Students	Ongoing • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment • Director of Assessment, Research and Evaluation	A 2011-2012 baseline will be

	Develop a systemic process to generate a monthly district-wide exit list and provide students with multiple alternatives to earn a diploma	Grades 8-12 Students Meeting At-Risk Criteria	2011-2012 • Director of Assessment, Research and Evaluation • Director of Attendance and Dropout Prevention. • Director of Student Hearing and Placement • Coordinator of Central Enrollment	Evidence of Developed Systemic Process Monthly Reports	General Funds
	Coordinate intervention services for at-risk students at school sites, based on the following indicators: -Attendance -Behavior -Grades -Establish criteria and generate a list of students who meet at-risk indicators	All Pre K-12 Students	Ongoing • Assessment, Research and Evaluation • Director of Attendance and Dropout Prevention • The Connect Center	By 2011-2012 identify the needed interventions and supports by school site utilizing current attendance rate, behavioral data and grades or other areas of need	General Funds
	Utilize Transcript Evaluation Services (T.E.S.) through the University of California system as a way to identify all high	Grade 9 Students	2011-2012 • Assessment, Research and Evaluation Department	Evidence of district - wide ninth grade T.E.S. assessment	

	school students that have failed one semester course or more and immediately schedule them as a priority student for intervention		• Director of High School Reform • High School Administration Teams • High School Counselors • University of California Davis Personnel	recovery intervention	
	Utilize different school models for intervention: Capital City Independent School, American Legion Continuation School, Sacramento Accelerated Academy (on-line program), Success Academy and Adult Education programs	Grades 4-12 Students	2011-2012 • Director of Attendance and Dropout Prevention • Director of Student Hearing and Placement • Coordinator of Central Enrollment	Enrollment Data on Alternative Programs	General Funds
	Utilize online credit recovery program at each of the high school sites	Grades 9-12 Students	Ongoing • High School Administration Teams • High School Counselors	Data on credit recovery enrollment and credit accumulation	General Funds Linked Learning
	Continue to utilize the Connect Center which provides access to wrap around services for families in need of health	All Pre K-12 Students	Ongoing • Director of Integrated Support Services	The Connect Center Annual Report	Cal Endowment and Kaiser

	used to determine who has "AP / IB Potential". (Waive PSAT fee for all 10th grade students)		• Assessment, Research & Evaluation • Accountability Office • HS Administration Teams		
	Utilize the Summary of Answers and Skills (SOAS) report to identify specific areas where students are struggli				

	ongoing monitoring in AP or IB participation and AP / IB test participation		• Assistant Superintendent of Curriculum and Instruction • Site Administrators • Counselors • Teachers		
	Offer a rigorous AP/IB				

Additional Mandatory Title I Descriptions

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:	

51] TJE4. Uses a combination of communicaC Bn systemsTOα74.184 23796.12 85.81341.57 45*n2BT/F2 12 Tf1 0 0 1 399.19 396 8508 4[(51] TJE

- Youth and parent groups
- Training and education
- Crisis intervention
-

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, ~~T~~targeted Assistance Schools,‖ will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	None of the SCUSD schools are Targeted Assistance Schools.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	[redacted]source Center for support and but not limited to: ndance ns

	Academy) for case management of students who need support with behavior and social interventions. Community Day schools work in coordination with the school of residence to promote successful re-entry and transition support. The Foster Youth Services (FYS) Department will implement academic, social emotional and transitional supports for neglected or delinquent children and other foster youth. Students will be referred to FYS by school sites, county office of education and county child welfare departments. Students and parents can also self-refer. Services to neglected and delinquent youth will include but not be limited to: • Enrollment and placement support • AB 490 compliance • Tutoring • Case Management & Counseling • Emancipation and Transitional Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies	• Utilized an external, School Quality Review (SQR) process, which is one part of the district's program for school development and improvement. It is an external, unbiased validation of the school's work and qualities that includes site and class observations, staff and parent interviews, data review and core program implementation analysis, recommendations for improvement. This review is designed to enable and assist: o The district to have a clear picture of the quality of education provided in their schools

providing constructive feedback and support.

The Office of School, Family and Community Partnerships (SFCP) provides information, training and technical assistance to the District's Program Improvement Schools to assist them to develop capacity for meaningful parent engagement.

Among the supports offered by the SFCP Office to PI Schools includes:

- Assistance on the development of the School Level Parent Involvement Policy and School Compact.
- Workshops offered to schools on topics such as Parent Teacher Conferences, How to Read a Report Card, What your Child Should Know by Grade Level.
- A nine workshop program called Parents as Partners in Schools designed to help parents become more effective

	support, referral information through monthly meetings called Parent Information Exchange (PIE), and workshops and resources to help parents, teachers develop more effective school-family partnerships. As of 2011, 43 school centers have established a Parent Resource Center. • The Sacramento Goes Back to School Campaign is a first day of school celebration to welcome all families at the start of a new school year. The campaign assist schools to decorate their schools with welcoming signs, and provides them with booklets to hand out to parents on how they can remain involved in their children's education. • The Family Academy, a project scheduled to start in 2011-2012 school year, will provide parents with workshops, classes, and family learning activities offered by district departments or through our business and city and non-profit partners in Sacramento. • Through the District Advisory Council, the SFCP Office provides parents with supports to assist them in understanding how to understand and participate in the development of their Title I and State Compensatory Programs. The SFCP Office in partnerships with other departments provides an annual training to parents in School Site Council requirements and obligations.

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, ~~A~~academic Assessment and Local Educational Agency and School Improvement.ll	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and	Upon a site's identification of Program Improvement the district will: • Send PI notification letters to the parents of eligible students offering the Public School Choice option and providing parents

the right to receive supplemental services.	the opportunity to select the school of choice. • Post Parent Notification letters on the district website • Coordinate the Public School Choice placements • Coordinate transportation to the school of choice
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	In the event a school site is identified as Program Improvement, Year 2 (and beyond) the district will: • Notify parents through letters, ConnectEd, flyers, and parent fairs, SES program brochure and website • Coordinate parent choice of enrollment and placement into SES by working collaboratively with SES providers and school sites • The district will: • Identify low achieving students and provide additional learning supports, tutoring, etc. • Provide extended /additional hours for instruction • Engage and train parents on activities that impact academic achievement

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	The district has a Parent Engagement Policy which describes how the school sites and the district support parent engagement. The Family and Community Engagement Office provides oversight to the plans and implementation activities that occur throughout the District.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the

ASSURANCES

To assure the LEA’s eligibility for funds included in this Plan, the Superintendent must

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 in

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:

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 ~~"hi~~highly qualified~~"~~ teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in ~~"hi~~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 ~~"p~~rofessional 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

Olweus Bullying Prevention	K to 8				**x**		B, C, E
Positive Action	K to 12	**x**	**x**	**x**	**x**	**x**	C, D,
Project ACHIEVE							

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

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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Research-based Activities	
Activities	***Research Summaries Supporting Each Activity:***
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94

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APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did

Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x				C
Project Life	9 to 12		x				A

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