

Application #	
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**Elementary and Secondary Education Act
Corrective Action
LOCAL EDUCATION AGENCY (LEA) PLAN**

LEA Plan Information:

Name of Local Educational Agency (LEA): Colton Joint Unified School District
County/District Code: 36 67686
Dates of Plan Duration: October 2015-October 2018
(should be up to three years)
Date of Local Governing Board Approval: October 1, 2015

LEA Information:

Superintendent: Jerry M. Almendarez
Address: 1212 Valencia Dr.
City, State Zip: Colton, CA 92324
Phone: (909) 580-5000
Fax: (909) 433-9471

Certification: (Retain original signatures on file in the district office.)

Certification:

I hereby certify that all 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 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. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Jerry M. Almendarez	_____	_____
Printed or typed name of Superintendent	Date	Signature of Superintendent

Pilar Tabera	_____	_____
Printed or typed name of Board President	Date	Signature of Board President

District Profile

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

District Mission Statement

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

Colton Joint Unified School enjoys a diverse enrollment of over 23,000 students in a transitional kindergarten through 12th grade setting. Additional educational programs include preschool, Headstart and Children's Center pre-kindergarten programs, as well as continuing educational opportunities beyond the 12th grade for qualified special education students and students approved for fifth year of high school attendance. The district serves a broad geographic area which includes the cities of Colton, Bloomington and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino. The district maintains 18 elementary schools, (K-6), 4 middle schools (7-8), 3 comprehensive high schools (9-12), a continuation high school and an alternative high school. The District consists of 83.53% unduplicated pupils (English Learners, Low Income and/or Foster Youth).

The district's stakeholders include DELAC, Community Cabinet, the Board of Education, certificated and classified bargaining units, administration, parents and students.

On February 11, 2014, the Board of Education participated in a consensus building workshop for the LEA Plan and LCAP to identify their priorities for the district. Together, they identified eight values that are closely related to the state identified priorities.

Board Value 1: Safe and positive environments lead to health climates.

Board Value 2: All students must have the opportunity to learn and be successful.

Board Value 3: Educators need quality staff development and collaboration for effective teaching.

Board Value 4: Students need equal access to preparation for college and career pathways.

Board Value 5: Staff must be caring, helpful and qualified to encourage students.

Board Value 6: Parent and community involvement is needed and important to the development of our students.

Board Value 7: All students must have access to quality programs.

Board Value 8: All students must have access to quality resources to excel.

Summary Analysis of the Needs Assessment

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

The Colton Joint Unified School District established a steering committee to provide direction to the development of the LEA Plan/LCAP. The steering committee met monthly. A smaller writing sub-committee was created after the steering committee had discussed the general priorities of the district, the board and the community.

The writing sub-committee was presented with information from the following sources before beginning the discussions on the goals for the district:

- California Healthy Kids Survey (School Climate)
- Discipline and Expulsion 3-year Comparisons (School Climate)
- Title III Improvement Plan Performance Goals (Pupil Achievement)
- CDE Title III Accountability Report
- DELAC Annual Report (Pupil Achievement , Parent Involvement)
- District Profile (Pupil Achievement)
- Numerically significant subgroups
- LCAP District Data portrait (Pupil Achievement , Course Access)
- CDE Career and Technical Education enrollment and passage rates (Pupil Achievement , Course Access)
- Student Information System A-G Monitoring report (Pupil Achievement , Course Access)
- CDE Dataquest Completion rates for UC/CSU courses (Pupil Achievement , Course Access)
- Advanced Placement Exam Passage Rates (Pupil Achievement , Course Access)
- CDE School Quality Snapshots (Pupil Achievement)

The Superintendent has developed a community involvement process called Community Cabinet which brings together stakeholders throughout the district, including parents, DELAC representatives, local business owners, higher education representatives, local charities, faith based organizations, and community members. The Community Cabinet identified four priority areas, which also served to guide the steering committee.

Community Cabinet Priority 1: Early preparation for school

Community Cabinet Priority 2: Mental and physical health and awareness

Community Cabinet Priority 3: Literacy

Community Cabinet Priority 4: Academic and career readiness

Starting with the 2013-14 school year CJUSD began to implement California Common Core State Standards (CCSS) in English/Language Arts and Mathematics in all grades. The district modified the student assessment program to reflect the changes in standards being taught and learned by students. Benchmark assessments were newly developed to reflect the CACSS standards and partially designed with Smarter Balanced Assessment Consortium (SBAC) assessment tools to prepare students to successfully participate in the field test in the spring of 2014.

English/Language Arts Program Changes and Data

The data used to determine the progress of CJUSD in making progress in English Language Arts was different in elementary and secondary levels. In the elementary level we used DIBELS Next and district grade level benchmarks. In the secondary levels all English benchmark tests were SBAC designed performance tasks.

In 2013/14, 49.0% of elementary students were performing at or above grade level reading by the end of the third grade.

In 2013/14, 6.8% of students in ELA were performing at or above grade level competency by the end of sixth grade.

First grade benchmarks were closely related to the previous year's exams and students demonstrated their successful transition to the CCSS curriculum at great than 50% achieving proficiency or higher.

The Grade 2 and 3 students struggled with the increased rigor and SBAC style questions but increased the number of students gaining proficient status as the year progressed.

The upper grades were challenged by benchmark tests that were written at a higher DOK level for the entire year. Students struggled with being able to support answers by describing how they made choices and why.

Secondary English progress is harder to chart, because performance tasks results were influenced by the teachers skill with the scoring rubrics. To this end the district's Educational Services division provided calibration training to ensure scores reflected the same level of achievements at all schools.

All schools improved in the number of students passing the classes at semester. Students were provided instructional support using CCSS strategies that focused on skills that support the Performance Task requirements and implemented online instructional management programs to allow greater student collaboration and teacher feedback.

Mathematics Programs Changes and Data

The elementary and second benchmarks were developed using SBAC design and focused on constructed responses style questions.

The inclusion of kindergarten students reflects the implementation of the CCSS. The students in K-2 grades achieved a little higher than anticipated. The early success of all these students were in tests with DOK levels 1 and 2 questions. As benchmark 3 and 4 focused more on DOK levels 2 and 3 more students struggled with applying the concepts and explaining their strategy for the answer selected.

Grades 3 – 6 students struggled with the changes in materials being taught under the new pacing guides. Benchmark 3 provided the clearest results to base our improvements on. Fifth graders more than doubled the number of students scoring proficient, with fourth graders making a 50% improvement in the number who score proficient or higher.

The secondary benchmarks were administered at the end of each major unit of study and each course had different dates to administer the benchmark tests. Final exams were also given. The secondary math results on benchmarks are a combination of Math 7, Advanced Math 7, Math 8, Algebra I, Algebra II and Geometry classes. Benchmarks 1 showed only 10.25% of the students were proficient or advanced. benchmark 2 increased to 21.3% and benchmark 3 to 22.83%. This increase was supported by the increase in the number of students passing secondary math classes at the end of each semester.

Algebra I had classes at 4 middle schools and the high schools. The students' increased from 12 to 25% scoring proficient or advanced by benchmark 3. In 2012-13, 66% of students enrolled in Algebra I passed with a grade of "C" or better on their first attempt.

Geometry and Algebra II students made progress with DOK level 2 and 3 questions and increased the number of students passing on the benchmark tests throughout the year. The drop on the benchmark 3 Algebra II exam can be attributed to have more level 4 questions.

English Learners

AMAO 1 – The percentage of ELs making annual progress in learning English went up from 57.0% in 2013-14 to 58.4% in 2014-15. This is slightly below the AMAO 1 target of 60.5%. The goal for 2015-16 is 62%.

AMAO 2-The percentage of ELs attaining English proficiency on the CELDT who were enrolled in the district for fewer than 5 years in 2014-15 was 26.2%, exceeding the 2014-15 AMAO target of 24.2%. Since the district exceeded this goal, the goal for 2015-16 for this cohort will be 30%. This is higher than the actual AMAO goal of 25.5%. In 2014-15, 50.2% of students in the district more than five years attained English proficiency level. This was slightly below the AMAO target of 50.9%. The goal for 2015-16 is 52.8%.

AMAO 3 requires the EL student group to meet the annual ELA and mathematics proficiency criteria of AYP. Secondary ELs are also required to meet the graduation criteria of AYP. The District has not met AMAO 3 in five consecutive years and is currently implementing a Title III Year 4 improvement plan. During the transition period of state-administered test of student performance, the district developed academic benchmark assessments and include cut scores to determine skill levels. The district is establishing

RECLASSIFICATION policies are being reviewed to ensure criteria is aligned to new assessments and to determine if the student is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. For grades 10-12 the CAHSEE ELA (pass) will be used as part of the Reclassification criteria. In 2013-14, the percent of students Reclassified was 11.46%. The Reclassification goal for 2014-15 is 13.7%. The goal for 2015-16 will be in par with the state average, if not higher.

PD-Analysis of benchmarks and evidence from classroom walkthroughs indicate a need for PD focusing on "Integrated" ELD instruction (provided to ELs throughout the school day and across all subjects by all teachers of ELs).

District data indicates that EL students need continued support to access the core curriculum. Data also indicates there is a need to support teachers in the implementation of research-based strategies in order to improve classroom instruction. Classroom instruction must provide ELs with multiple opportunities for Listening, Speaking, Reading and Writing during the instructional day, making Academic Language Instruction in all core areas a high priority. As new adoptions of standards-aligned instructional materials in English, Math, Social Studies and Science are being developed, there is a need to ensure materials include sufficient support for English learners. It will also be necessary to review and purchase appropriate supplemental ELD materials aligned to CCSS and the new ELD Standards.

Needs Assessment conducted October 2014 with DELAC parents indicated an urgent need for parent education on the various educational programs and services offered in the district. EL parents understand that in order for their students to be college and/or career ready, parents must be knowledgeable and active in the school system. The three District EL

Counselors have proven to be instrumental in improving parent involvement and will continue to provide Spanish parent informational workshops on how parents can support their children at home. Parent surveys reflect the need to provide more field trip opportunities to higher institutions, more opportunities to participate in Pathways, A-G, EAP, Algebra and ultimately, graduation.

There is a need to increase the number of English learners in enrichment and rigorous courses. At the middle school level, there is a need to begin preparing 7th & 8th grade ELs for college, vocational and career opportunities that are available for the when they enter high school.

Although great strides have been made in improving translator/interpreter services, there is still a need to improve in this area. There is a need to improve communication and create a collaborative environment between principals, teachers and parents.

CAHSEE Data:

Districtwide ELA increased by 2% in the passing rate. Math remained the same.

DIBELS:

An overall analysis of the elementary DIBELS data at all grade levels indicates the district has made improvements with all grade levels in the last few years. Students needing intensive levels have decreased. The increased use of academic language is supported by the decreasing in the decline in the end of year (EOY) DIBLES assessment in year to year comparisons. K and 1st graders have shown an actual increase in their EOY DIBLES, which correlates to increase reading ability and vocabulary development under CCSS.

Graduation rate:

In 2012/13, the district-wide graduation rate from the comprehensive school sites was 85.7%.

Local Measures of Student Performance

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:

- a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
- c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
- d. identify students who may be at risk for reading failure or who are having difficulty reading

Local assessments developed by the district and aligned to state standards and district grade level or course level pacing guides are used to monitor student achievement. District benchmark assessments aligned to state standards are given 4 times per year K-6 and 4 times per year 7-12. Diagnostic and screening assessments (such as DIBELS) are used in elementary grades. Curriculum-embedded assessments and ELD Benchmarks for ELs, are also used for placement in intervention programs and progress monitoring. Students in need of intensive support in grades K-6 have additional progress monitoring every 2 to 3 weeks in ELA. The assessments are required and used by teachers, instructional coaches, and administrators, as well as district administrators, to monitor progress of students. Teachers regularly meet to review assessment results and determine intervention steps for students not learning. Principals and district administrators meet to review district grade level progress. Other indicators include: All grade levels: Redesignation Rates, Student Attendance Rates, GATE Identification, Student Behavior/Discipline High School: College Acceptance-UC Qualified, SAT and EAP Results, AP Test Results, Number of Students in AP Classes, CAHSEE Pass Rates and the number of students enrolled in and completed secondary pathways.

Goal IA: Proficiency in Reading/Language Arts

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Purchase and monitor the full use of Common Core grade level and subject aligned materials for all students.	September 2015-September 2018 Assistant Supt. Educational Services Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education Site Administrators TOAs E/RLA Teachers	Textbooks Instructional Materials	\$1,600,000	One-time funds
Support the use of supplemental materials to meet the needs of all students and provide extra support for struggling students.	September 2015-September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education Site Administrators	Instructional Materials Books	\$767,975 \$923,961	Supplemental Title 1
Use assessment results to plan and provide intensive, individualized intervention support to students reading below grade level, including students with disabilities, and/or English learners.	September 2015-September 2018 Directors Education Services TK-6 & 7-12 Site Administrators	Extra duty Materials Online programs	\$241,191 \$10,000 \$69,526	Title 1 & Supplemental
Review, refine, distribute and monitor use of grade level or subject pacing guides for E/RLA that align to the Common Core State Standards.	September 2015-September 2018 Directors Educational Services: - Elementary, Secondary Site Administrators	N/A	N/A	N/A
Grade level or subject alike data teams will meet to analyze students' performance results on district benchmarks and/or common assessments; progress monitor students; plan lessons and interventions and modify	September 2015-September 2018 Directors Educational	Substitutes Online data management system	\$5,659 \$96,000 \$315,000	Supplemental

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
instructional practices.	Services: - Elementary, Secondary Site Administrators	Substitutes for collaboration		
Monitor daily instructional time for core and intervention E/RLA instruction.	September 2015-September 2018 Site administrators	N/A	N/A	N/A
Provide special accommodations or modifications for students with disabilities to enable them to participate successfully in the Common Core classrooms as appropriate to meet their needs.	September 2015-September 2018 Director Special Education Site administrators	N/A	N/A	N/A
Teachers will provide instruction in ELA/ELD with lessons designed to scaffold learning which includes daily ELD instruction appropriate to each student's English language proficiency.	Monthly September 2015- September 2018 Director Language Support Site administrators	N/A	N/A	N/A
Teachers on Assignment will provide additional support to underachieving students and coaching for teachers.	Monthly September 2015- September 2018 Site administrators	Salaries and benefits Materials	\$2,926,874 \$1,257,753	Site supplemental Title I
District level Curriculum Program Specialists will provide E/RLA staff development to teachers and school administrators.	Monthly September 2015- September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education; School Imp. & Acct. Site Administrators	Salary & benefits Substitutes Materials Conferences	\$121,790 \$438,809 \$23,659 \$3,565 \$10,000 \$196,240	Title 1 Title 1 Title II Title 1 Title 1 Title II
Provide before/after school intersession and summer extended learning opportunities for students who are reading below grade level.	September 2015-September 2018 Directors Education Services TK-6 & 7-12 Site administrators	Teacher extra duty Materials	\$300,000	Title 1
Provide Afterschool Education and Safety Program at qualifying schools.	September 2015-September 2018 ASES Program Manager Director School Improvement. & Accountability	Grant Manager Contract for services with THINKTogether	\$1,537,500	ASES Grant

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide teacher & student access to technology to support mastery of the Common Core State Standards.	Monthly September 2015- September 2018 Director Information Technology Site Administrators	Technology	\$390,306 \$293,493	Supplemental Title 1
Provide credit recovery classes.	September 2015-September 2018 Director Education Services 7-12	Extra duty for teachers Online programs Materials	\$5,000	Site supplemental
Provide Supplemental Educational Services (Free Tutoring) to qualifying underperforming students attending Program Improvement Year 2+ schools.	September 2015-September 2018 Director School Improvement. & Accountability	Contracts with providers	\$954,259	District Title 1 set-aside
Support secondary students with study skills and strategies for learning with the Advancement Via Determination (AVID) program.	September 2015-September 2018 Directors Educational Services: - Secondary Site administrators	Tutor costs Materials Field Trips Conferences	\$210,055	Lottery

Goal IB: Proficiency in Mathematics

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned(including technology-based, as appropriate) instructional materials.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Purchase and monitor the full use of secondary Common Core aligned materials for all students. Purchase and monitor the full use of Common Core grade level and subject aligned materials for all students.	September 2015-Assistant Supt. Educational Services Directors Educational Services: - Secondary, Language Support Services, and Special Education Site Administrators TOAs Mathematics teachers September 2016-September 2018 Directors Educational Services: - Elementary, Language Support Services, and Special Education Site Administrators TOAs Teachers	Secondary Textbooks & instructional materials Elementary textbooks & instructional materials	\$1,600,000 \$1,500,000	Supplemental -Sept 2015 One-time funds 2016-2018
Support the use of supplemental materials to meet the needs of all students and provide extra support for struggling students.	September 2015-September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education Site Administrators	Materials	\$767,975 \$923,961 (same as R/ELA)	Site supplemental Title 1
Teachers on Assignment will provide additional support to underachieving students and coaching for teachers.	September 2015-September 2018 Site Administrators	Salaries & benefits Materials	\$1,257,753	Title 1
Review, refine, distribute and monitor use of grade level or subject pacing guides for mathematics that align to the Common Core State Standards.	September 2015-September 2018 Directors Educational Services: - Elementary, Secondary Site Administrators	Substitutes	\$13,775	Title 1

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Monitor daily instructional time for core and intervention mathematics instruction.	September 2015-September 2018 Site Administrators	N/A	N/A	N/A
Grade level or subject alike data teams meet to analyze students' performance results on district benchmarks and/or common assessments; progress monitor students; plan lessons and interventions and modify instructional practices.	Monthly September 2015-September 2018 Directors Education Services Elementary & Secondary Site Administrators	Substitutes Online data management system Substitutes for collaboration	\$5,659 \$96,000 \$315,000	Site Supplemental
Provide teacher & student access to technology to support mastery of the Common Core State Standards.	Monthly September 2015-September 2018 Director Information Technology Site Administrators	Technology	\$390,306 \$293,493	Supplemental Title 1
Provide special accommodations or modifications for students with disabilities to enable them to participate successfully in the Common Core classrooms as appropriate to meet their needs.	Monthly September 2015-September 2018 Director Special Education & Secondary Site administrators	N/A	N/A	N/A
Provide daily instruction in mathematics Common Core standards with lessons designed to scaffold learning and daily ELD instruction appropriate to each student's English language proficiency.	Monthly September 2015-September 2018 Director Language Support Site administrators	N/A	N/A	N/A
Monitor placement and academic progress of students assigned to two period core with support classes at all middle and high schools.	Monthly September 2015-September 2018 Site administrators Directors Language Support & Secondary	N/A	N/A	N/A
Use assessment results to plan and provide intensive, individualized intervention support to students not meeting grade or course standards, including students with disabilities, and/or English learners.	September 2015-September 2018 Directors Education Services Elementary & Secondary Site Administrators	Substitutes Extra duty Materials	\$241,191 \$10,000 \$69,526	Title 1 & Supplemental
Provide before/after school intersession and summer extended learning opportunities for students who are not meeting Common Core grade/subject standards.	September 2015-September 2018 Directors Education Services Elementary & Secondary	Extra duty Materials	\$300,000	Title 1

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Site Administrators			
District level Curriculum Program Specialists will provide mathematics staff development to teachers and school administrators.	Monthly September 2015-September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education; School Imp. & Acct. Site Administrators	Salary & benefits Substitutes Materials	\$261,658 \$438,809 \$3,565 \$196,240 \$10,000	Title I & II Title 1 Title 1 Title II Title 1
Support secondary students with study skills and strategies for learning with the Advancement Via Determination (AVID) Program.	September 2015-September 2018 Site Administrators	AVID Tutors	\$210,055	Lottery
Provide credit recovery classes.	September 2015-September 2018 Director Education Services Secondary Site Administrators	Extra duty for teachers Online programs Materials	\$5,000	Site supplemental
Provide Free Tutoring (Supplemental Educational Services) to qualifying underperforming math students attending PI Tear 2 schools.	September 2015-September 2018 Director School Improvement & Accountability Site administrators	Provider fees	\$954,259	District Title 1 set-aside

Goal 1C: Proficiency for High Priority Students

Proficiency for High-priority Students Not Meeting Standards

1. Strategy: Strategic and Intensive Interventions
Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

Proficiency for Students with Disabilities

1. Strategy: Teacher Collaboration
Provide opportunities for collaboration between general education and special education teachers.
2. Strategy: Academic Support
Provide academic support to meet the specific needs of SWDs in the core instructional program.

Proficiency for English Learners

- LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).
- LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Grade level or subject alike data teams will meet to analyze students' performance results of students' with disabilities on district benchmarks and/or common assessments; progress monitor students; plan lessons and interventions and modify instructional practices.	September 2015-September 2018 Site Administrators	Substitutes Online data management system Substitutes for collaboration	\$5,659 \$96,000 \$315,000	Supplemental
Collaboration opportunities will be provided for Resource Specialist teachers to meet with regular education teachers to analyze students' performance results of students' with disabilities on district benchmarks and/or common assessments; progress monitor students; plan lessons and interventions and modify instructional practices.	September 2015-September 2018 Site Administrators	Substitutes	\$315,000	Supplemental
Collaboration opportunities will be provided for Special Day Class teachers to meet with regular education teachers plan lessons and interventions and modify instructional practices.	September 2015-September 2018 Site Administrators	Substitutes	\$315,000	Supplemental
All Special Education teachers will participate in all district staff development to support instruction of Common Core State Standards	September 2015-September 2018 Director School Improvement & Accountability	Substitutes	\$438,809	Title 1
Provide students with disabilities college going options through partnerships with local Community Colleges, and Universities.	September 2015-September 2018 Director Special Education	Transportation	\$11,500	Supplemental

Goal ID: Effective Teaching and Administration (Leadership)

1. Strategy: PD for Teachers
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).
2. Strategy: Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers.
3. Strategy: PD for Administrators
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.
4. Strategy: Preparing for Transition to CCSS
Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page: <http://www.cde.ca.gov/re/cc/>.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District will support the instructional alignment of E/RLA Common Core grade level/subject standards by continued training for principals, assistant principals and teachers to know and understand Common Core standards-based instruction.	Director School Improvement & Accountability Directors Educational Services Director Language Support	Substitutes Materials Professional Books	\$438,809 \$5,000 \$11,500	Title 1 Title 1 Title 1
Site and district administration classroom walked-throughs will be conducted focused on teachers' implementation of Common Core standards. Site administrators provide feedback to teachers.	Site Administrators	N/A	N/A	N/A
Principal meetings will be designed to provide time for collaboration focused on Common Core and supporting underachieving students.	Directors Educational Services Elementary & Secondary	N/A	N/A	N/A

Goal IE: Implementation and Monitoring

1. Strategy: Parent and Community Involvement
Involve and engage staff, parents, and community groups in academic improvement strategies.
2. Strategy: Articulation Among Educational Levels
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
3. Strategy: Program Monitoring
Monitor program effectiveness.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Schools' ELAC and SSC will meet to discuss and monitor the district's progress in accomplishing the action steps.	September 2015 through September 2018 Director School Improvement & Accountability Site administrators	N/A	N/A	N/A
District and site administrators will meet to discuss and monitor the district's progress in accomplishing the action steps.	September 2015 through September 2018 Director School Improvement & Accountability Site administrators	N/A	N/A	N/A
Continue to monitor student achievement in E/RLA, mathematics and ELD with the district required assessments including district benchmarks.	September 2015 through September 2018 Directors Educational Services Site administrators	N/A	N/A	N/A
Special education and general education teachers will continue to meet once a month to monitor the progress of special education students and make modifications in instruction.	September 2015 through September 2018 Director Special Education Site administrators	Substitute costs	Varies by site	Supplemental and/or Title 1
Continue principals ongoing meetings with extended cabinet to present and discuss student assessment data results and modifications made to instructional program.	September 2015 through September 2018 Cabinet Site administrators	N/A	N/A	N/A
Continue to present student assessment information to Community Cabinet	September 2015 through September 2018 Directors Educational Services	N/A	N/A	N/A

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Collaborate with early childhood programs to provide services to pre-school age children and parents in preparation for Transitional Kindergarten or Kindergarten.	Director School Improvement & Accountability Director Preschool Site Administrators	N/A	N/A	N/A

Goal IF: Support for Schools in Corrective Action

1. Strategy: Support for schools in PI Year 3
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide assistance in developing, revising, and implementing the school plan.	September 2015-September 2018 Director School Improvement & Accountability Director Language Support Services	N/A	N/A	N/A
Support site administrators in analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.	September 2015-September 2018 Director School Improvement & Accountability Director Language Support Services Coordinators of Assessment	N/A	N/A	N/A
Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.	September 2015-September 2018 Director School Improvement & Accountability Director Language Support Services Director Elementary Education Director Secondary Education	N/A	N/A	N/A
Assistance in analyzing and revising the school budget so the school's resources are used effectively which include quarterly budget checks by Cabinet.	September 2015-September 2018 Director School Improvement & Accountability Director Business Services Cabinet	N/A	N/A	N/A
Conduct school and classroom visits and feedback regarding core and intervention program implementation, corrective action/alternative governance	September 2015-September 2018	N/A	N/A	N/A

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
implementation.	Director School Improvement & Accountability Director Language Support Services Director Elementary Education Director Secondary Education			
Provides all Program Improvement sites with ongoing support in the implementation of School Choice and as applicable, Supplemental Educational Services (SES).	September 2015-September 2018 Director School Improvement & Accountability	N/A	N/A	N/A
Provide ongoing professional development and coaching for administrators and teachers	September 2015-September 2018 Director School Improvement & Accountability Director Language Support Services Director Elementary Education Director Secondary Education	N/A	N/A	N/A

Goal 2A: AMAO 1 – Annual Progress in Learning English

1. Strategy: Accountability
Hold schools accountable for ELs making annual progress in learning English (AMAO 1).
2. Strategy: English Learner Assessment
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification
Reclassify ELs using multiple measures.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Ensure that all site Master schedules include a daily "designated" ELD block at the beginning of each year.</p> <p>Elementary principals will turn in daily schedules for 2015-16 indicating the time of day the 30-40 minute designated ELD block will be scheduled by grade level. Secondary site principals will submit their master schedules for 2015-16 clearly indicating "designated" ELD blocks. Principals are responsible for ensuring "designated" ELD instruction by clearly identifying a specific, protected time during the school day in which teachers use the CA ELD Standards to attend to ELs' particular English language development needs. During this time, students will be grouped by English language proficiency levels.</p> <p>Continue to provide "Designated" ELD during a protected time during the school day in grades K-6 using the 2012 ELD Standards as the focal standards in ways that build into and from content instruction and maximizing student engagement.</p> <p>Develop new "Designated" ELD Courses at the secondary sites (grades 7-12) that are aligned with the 2012 ELD Standards reflecting the 2012 ELD Proficiency level descriptors of Emerging, Expanding and Bridging.</p>	<p>September 2015 - September 2016 beginning of each semester (August, January) Director of Language Support Services, Elementary Principals & Secondary Principals</p> <p>September 2015-September 2016 Elementary Principals and Assistant Principals</p> <p>September 2016 Director, Language Support Services, Director of Secondary Curriculum, EL Curriculum Program Specialists, Secondary EL Site Leaders</p>	N/A	N/A	N/A
<p>The 2012 adopted ELD Standards will be implemented for emerging, expanding and bridging EL students. Current state adopted ELD curriculum and supplemental materials will continue to be used during the transition period to the new ELD Standards. Instruction will continue to be differentiated for emerging, expanding and bridging students (EL's levels 1-5) until reclassified.</p>	<p>September 2015-September 2016 Director, Language Support Services, Director of Elementary & Secondary Curriculum,</p>	Supplemental ELD Materials	\$167,370	LCAP Title III LEP

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop a Curric & Inst Expectation Guide clarifying 1) curriculum materials 2) designated minutes and 3) differentiated instruction to be in place during Designated ELD.</p> <p>Inventory ELD materials at sites: Houghton Mifflin ELD ancillary materials, Hampton Brown Into English, English at Your Command, Standards Maps, realia, etc. to order for the 2015-16 school year. EL Site Leaders will survey their sites to determine the need for additional supplemental ELD materials needed in order to implement the 2012 adopted ELD Standards effectively. A committee of EL Site Leaders from all schools will be involved in the process of reviewing, piloting and selecting appropriately aligned ELD materials.</p>	<p>Principals, Assistant Principals, EL Site Leaders</p> <p>September 2015 Director of Language Support Services</p> <p>September 2015-September 2016 Elementary Principals, Assistant Principals, EL Site Leaders, Secondary Principals, Assistant Principals, EL Site Leaders, Director of Language Support Services, EL Curriculum Program Specialists</p>			
<p>Site principals will conduct weekly classroom walkthroughs to ensure instruction is addressing the needs of English learners: Structured and purposeful student interactions, Scaffolds to address the 2012 ELD Standards therefore providing access to Common Core. Site principals will observe and verify appropriate ELD instruction including strategies that address language acquisition expectations appropriate to the specific level of each student and the demands of the Common Core. Site administrators will Interpret/calibrate data from walkthroughs to measure the rigor and effectiveness of their teachers' ELD lesson delivery. As a result of these observations, administrators will provide support to teachers in the form of: collaboration time, offering District coaching resources, follow-up activities that add clarity to the state expectations for instruction, and necessary supplemental materials.</p> <p>District administrators will conduct monthly walkthroughs to monitor the rigor of ELD instruction: Structured and purposeful student interactions, language scaffolds, systematic routines to maximize learning, cooperative structures to promote interactions (i.e. Whole group, small group, pair/share, etc.).</p>	<p>September 2015-September 2016 Elementary Principals and Assistant Principals, Secondary Principals, and Assistant Principals</p> <p>Director of Language Support Services, Director of Assessment & Accountability, Directors of Elementary & Secondary Curriculum</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>During the first two months of school, teachers will focus on strategies that will propel their students' ability to take assessments successfully. Trainings will be offered to make sure teachers are aware of the linguistic demands for English learners and what they can do to support students as they demonstrate their progress in acquiring English. These trainings will be offered on Wednesdays to all sites during the school year at the request of the principal. In order to meet the needs of Special Education EL students, Special Ed staff will administer the assessment to their students whenever possible.</p>	<p>September 2015-November 2015 Elementary & secondary ELA Classroom Teachers, Principals & Assistant Principals, Director of Language Support, Curriculum Program Specialists, Special Ed Teachers and Staff,</p>	<p>EL Curriculum Program Specialists</p>	<p>N/A</p>	<p>Title III</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers will learn to use formative assessment as a "process" of monitoring and accelerating Language acquisition instead of focusing assessment as a product that is used after the learning has ended. This will entail initial PD and follow-up trainings.	September 2015-September 2018 Director of Language Support Services EL Curriculum Program Specialists Classroom Teachers, Site Principals and Assistant Principals.	EL Curriculum Program Specialists	N/A	Title III
Counselors/EL Site Leaders/Teachers will schedule "academic chats" with students to explain the purpose of the CELDT and the impact these tests have on their academic plan. LSS will provide a training to support personnel in conducting CELDT chats. Talk with student will include: importance of the test, district reclassification requirements, approx. test date, previous CELDT scores, how results are used for scheduling, etc.	September-2015-September 2016 Director of Language Support Services, EL Counselors, EL Site Leaders	Three EL Supplemental Counselors (30%)	N/A	Title III
At the beginning of each year, each administrator will develop an assessment roll out plan indicating dates, times, location and staff who will be administering the test,ensuring an optimal testing process for the administration of the language acquisition assessment.	September 2015 - September 2018 Director of Language Support Services, Principals and Assistant Principals	N/A	N/A	N/A
One Teacher on Assignment will be assigned to each of the 18 elementary schools to provide designated and/or integrated ELD to students at the emerging, expanding and bridging level.	September 2015-September 2018 Director of Elementary Curriculum, Elementary Principals and Assistant Principals	Teachers on Assignment Salaries & Benefits	\$1,800,00.	LCAP
An EL TOA, an ELA TOA and a Math TOA will be assigned at each of the three comprehensive high schools to support and provide interventions for Newcomers, Long Term English Learners and EL students at risk of failing.	September 2015-September 2018 Director of Language Support Services, Director of Secondary Curriculum, Secondary Principals and Assistant Principals	Teachers ojn Assignment Salaries & Benefits	\$900,000	LCAP

Goal 2B: AMAO 2 – English Proficiency

1. Strategy: Accountability
Hold schools accountable for ELs making annual progress in learning English (AMAO 1).
2. Strategy: English Learner Assessment
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification
Reclassify ELs using multiple measures.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide support to ALL teachers and administrators to ensure that instructional delivery includes temporary supportive "just right" scaffolding, adjusted to students' particular developmental needs in order to improve access to meaning and ongoing linguistic and cognitive development.</p> <p>Carefully and intentionally design lessons indicating the level of scaffolding students will need in all core subjects (Substantial, Moderate, and Light). Ensure that all teachers use the ELD Standards in tandem with the CCSS in order to ensure that ELs are fully supported to access rich content knowledge and develop academic English across disciplines.</p> <p>All EL's, including dual identified SpEd/ELs, will receive "integrated" ELD throughout the day in all content areas to support ELs' academic and linguistic development. Additional staff will be added to provide support for these students (small group, individual, collaboration with other teachers)</p> <p>Offer PD on the implementation of ELD Part I Interacting in Meaningful ways and Part II Learning How English Works, to give ELs access to the CCSS. A resource bank has been created for teachers to support them in the instructional strategies that are essential for students to access CCSS.</p>	<p>September 2015-September 2016 on going all year EL Curriculum Program Specialists, ELA Curriculum Program Specialists,</p> <p>September 2015-2016 ELA, ELD, Math Secondary Teachers on Assignment</p> <p>September 2015-2016 Curriculum Program Specialists</p>	<p>N/A</p> <p>Teachers on Assignment</p> <p>EL Curriculum Program Specialists</p>	<p>N/A</p> <p>Cost Indicated above</p> <p>Cost indicated above</p>	<p>N/A</p> <p>LCAP</p> <p>Title III</p>
<p>District will provide sites with data reports indicating the percentage of students that moved up on the CELDT, Percentage that moved down and percentage that remained the same. Needs assessment must also include data analysis of Long Term English Learners. Language Assessment & Data Specialist will generate frequent and on-going progress reports for</p>	<p>September 2015-September 2016 Director of Language Support Services, Language Assessment Data Specialist,</p>	<p>EL Staff</p>	<p>Cost indicated above</p>	<p>Title III</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
teachers to identify EL students needing interventions	Curriculum Program Specialists, EL Counselors			
As teacher continue the implementation of CCSS and the 2012 ELD Standards, it is necessary to review and evaluate instructional materials and programs for English learners to ensure that the materials are reflective of the demands of both, the CCSS and the 2012 ELD Standards.	September 2015-September 2016 Director of Language Support Services, Directors of Elementary and Secondary Curriculum, EL Curriculum Program Specialists, EL Site Leaders,	N/A	N/A	N/A
<p>To ensure that the needs of dual identified SpEd/EL students are being met, LSS and SpEd Departments will provide sites with a list of dual identified students. Site principals will schedule monthly structured meetings so that case carriers and regular education teachers are able to collaborate to ensure that the linguistic and academic goals of dual identified students are being met. Every RSP teacher will keep a progress monitoring log on each RSP/EL student. Evidence of Reg Ed and Sp Ed collaboration must indicate interventions and follow-up monitoring for struggling students who are having difficulty accessing core.</p> <p>Regular Ed and/or Special Ed teachers will address ELD goals during Designated and Integrated ELD instruction using the ELD Standards. Lack of progress and interventions will be addressed during collaboration meetings.</p> <p>Language Support Services Department and Special Education Services Department will meet three times a year to review programs and procedures for dual identified Special Ed/EL students to ensure their needs are being met.</p> <p>CPSs from LSS and Special Ed will work collaboratively to familiarize Special Ed teachers with the 2012 ELD Standards and the implications for writing special Ed goals.</p>	<p>September 2015 EL Counselors, Case Carriers, Regular Ed Teachers, Special Ed Curriculum Program Specialists, Site Administrators, Director of Language Support Services, Director of Special Education Services</p> <p>Monthly meetings September 2015-16 Case Carriers, Regular Education Teachers</p> <p>September 2015, January 2015, March 2015 Director of Language Support Services, EL Curriculum Program Specialists, Director of Special Education Services, Special Ed Curriculum Program Specialists.</p>	N/A	N/A	N/A
Provide extra support to English learners,(including Dual Identified, LTELS, and students who are making adequate progress) before school, after school, intersession, educational field trips and enrichment opportunities.	September 2015-September 2016 Director of Language Support Services, EL Curriculum Program Specialist.	Extra Duty Transportation	Site Specific \$4,000	LCAP Title III
Sites will consider budget implications as they plan to better meet the needs of English learners. Sites will use 4768 funding goal to identify EL expenditures including adding additional staff to ensure all English learners	September 2015-September 2018 Director of Language Support	Support Staff	Site Specific	LCAP

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
are receiving the appropriate level of support.	Services Elementary and Secondary Principals			
<p>A course was written specifically to meet the needs of LTELs in 7th & 8th grades using Dr. Kate Kinsella's English 3D curriculum designed to accelerate language development for English learners. This course is in its third year of implementation. LSS will provide on-going support to teachers teaching this curriculum in the form of co-planning/co-teaching, analyzing student data reports, improving rigor. Dr. Kinsella's Academic Vocabulary Toolkit is also being used at all middle schools to help ELs master High-Use Words for Academic Achievement, to prepare them to become agile communicators in the Common Core State Standards era and to expand understanding of new words with embedded grammar and syntax targets and to teach words in any order for cross curricular needs.</p> <p>PLCs will be scheduled throughout the year as a support to English 3D teachers. The focus will be on practices that increase students' accurate use of academic language orally and in writing. Pacing guides will also be reviewed and revised as needed.</p>	<p>September 2015 -September 2016 On-going EL Curriculum Program Specialists</p> <p>Curriculum Program Specialists, English 3D Teachers.</p>	<p>N/A</p> <p>Substitute costs</p>	<p>N/A</p> <p>\$800.</p>	<p>N/A</p> <p>Title III</p>
<p>Placement of English learners going from 6th to 7th and from 8th to 9th will be determined by multiple measures including CAASPP, CELDT, DIBELS, DRI and Writing. This list will be generated by LSS staff recommending placement for ELD, Core, Pathways, AVID and/or other rigorous and challenging courses. Secondary principals will use this information to develop their Master Schedule ensuring these student placements.</p> <p>Articulation meetings will be scheduled to ensure proper placement of ELs as they transition from 6th to 7th and from 8th to 9th. EL counselors will make placement recommendations and audit schedules to ensure that English learners are scheduled appropriately.</p>	<p>March 2016 Director of Language Support Services, ELA & EL Curriculum Program Specialists,</p> <p>March 2016 EL Counselors, Regular Counselors February 2016 for second semester August 2016 for first semester of 2016-17 school year.</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
Provide a list of ELs who have met all reclassification criteria with the exception of writing. These student will receive targeted instruction in order to accelerate their writing skills to meet their final requirement to be reclassified.	September 2015 Director of Language Support Services Elementary and Secondary Principals, Assistant Principals, EL Site Leaders	N/A	N/A	N/A

Goal 2C: AMAO 3 – AYP for EL Subgroup

1. Strategy: Accountability
Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).
2. Strategy: English-language Arts Proficiency
Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.
3. Strategy: Mathematics Proficiency
Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.
4. Strategy: Participation Rate
Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Director and three EL Curriculum Program Specialists will continue to attend high quality state and county trainings on ELA/ELD Framework and ELD Standards to deepen their understanding in order to better train and support classroom teachers.</p> <p>EL Curriculum Program Specialists and ELA & Math Curriculum Program Specialists Collaborate to plan and prepare PD focusing on how the CA ELD Standards correspond to--and were designed to be used in tandem with the CA CCSS for ELA/Literacy.</p> <p>Three additional collaboration days were added this school year to allow teachers to work together across disciplines to create lessons using the CCSS and ELD Standards.</p> <p>Teachers will receive ongoing support throughout the year as follow-up to CC training in the form of demo lessons, co-planning/co-teaching and collaboration.</p> <p>Sites will allocate funds to provide ELs with the extra support they need to succeed in Common Core. This support will be in the form of TOAs providing small group instruction, before or after school tutoring, or purchasing supplemental materials.</p>	<p>September 2015-September 2016 Director of Language Support Services, EL Curriculum Program Specialists</p> <p>September 2015-September 2016 District Curriculum Program Specialists</p> <p>September 2015-September 2016 Director of Assessment & Accountability</p> <p>September 2015-2016</p> <p>September 2015-September 2016</p>	<p>Conferences Substitutes</p> <p>Support Staff</p> <p>Substitute Costs</p> <p>EL Curriculum Program Specialists</p> <p>Support Staff, Instructional Materials, extra duty</p>	<p>\$4,000</p> <p>Costs indicated above</p> <p>Costs indicated above</p> <p>Site Specific</p>	<p>Title III LCAP Title I</p> <p>LCAP</p> <p>Title III LCAP</p>
<p>The District is in a partnership with UC Riverside to implement MESA (Mathematics Engineering Science Achievement) to enable ELs to prepare for and graduate from a 4-year college or university with a math based degree in areas such as engineering, the sciences, computer science and Mathematics. There is a need to provide more enrichment activities and vocational opportunities that will open career doors and motivate students.</p>	<p>Director of Language Support Services, Directors of Elementary and Secondary Curriculum</p>	<p>Instructional Materials</p> <p>Field Trips</p> <p>Subs for Staff Development</p>	<p>\$600</p> <p>\$800.</p> <p>\$800</p>	<p>LCAP Title I</p>
<p>After district coaches have been trained in QTEL scaffolding strategies, they will work together to create a cohesive staff development plan using QTEL Math strategies. Math teachers trained in QTEL scaffolding strategies will receive on-going support by EL Coaches.</p>	<p>September 2015-September 2016 EL Curriculum Program Specialists Math Curriculum Program Specialist</p>	<p>District Curriculum Program Specialists</p>	<p>Costs indicated above</p>	<p>Title III LCAP</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A Secondary Math Curriculum Program Specialist will be hired to provide PD and will present collaboratively with EL CPS to support to math teachers on effective research-based strategies. CPS will also support sites in making accurate placement decisions so that EL students are placed in appropriate rigorous courses.</p> <p>Three Secondary Math TOAs will be hired for the three comprehensive high schools to identify and provide small group instruction and support to students at risk of failing Algebra or other math courses.</p> <p>Secondary EL TOAs will run math and ELA data reports periodically throughout the year so that interventions are timely and specific to the students' needs.</p>	<p>September 2015 Director of Secondary Curriculum</p> <p>September 2015 Director of Secondary Curriculum</p> <p>N/A</p>	<p>Support Staff Salaries & Benefits</p> <p>Support Staff Salaries & Benefits</p> <p>N/A</p>	<p>\$90,000</p> <p>\$270,000</p> <p>N/A</p>	<p>LCAP</p> <p>LCAP</p> <p>N/A</p>
<p>The computer-based program Lexia will continue to be used in grades K-6 to identify student's gaps in instruction and provide lesson to specifically address specific reading skills.</p> <p>Explore technology based programs to support students grades 3-12 who are not meeting proficiency in Math. These programs may include but are not limited to Stride Academy, Xtra Math, and IReady, MATHia.</p>	<p>September 2015-September 2018</p> <p>September 2015-September 2016</p>	<p>Licenses</p> <p>Licenses</p>	<p>Cost indicated above</p>	<p>LCAP</p> <p>Title III</p>
<p>Three Secondary ELA/ELD Teachers on Assignment will be hired for the three comprehensive high schools to identify and provide small group instruction and support to students at risk of failing English.</p>	<p>September 2015 Director of Secondary Curriculum Director of Language Support Services</p>	<p>Three ELA/ELD TOAs</p>	<p>\$270,000</p>	<p>LCAP</p>
<p>Three EL Teachers on Assignment will be hired for the three comprehensive high schools to provide supplemental support for different groups of English learners, such as Newcomers, LTELs, ELs receiving Failing grades in core classes. This TOA will also co-teach with core teachers in order to support with scaffolding activities in classrooms.</p>	<p>November 2015 Director of Language Support Services</p>	<p>Support Staff</p>	<p>\$270,000</p>	<p>LCAP</p>
<p>Dr. Kinsella's Academic Vocabulary Toolkit will be used strategically by core teachers in order to address the common core's emphasis on register and academic vocabulary use.</p> <p>Establish a course for LTELs at the high school using the new curriculum English 3D by Dr. Kinsella to meet the needs of LTELs.</p>	<p>September 2015 Site administrators</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Goal 2D: High Quality Professional Development

1. Strategy: PD for Teachers
Provide research-based PD designed to improve the instruction and assessment of ELs.
2. Strategy: PD for Administrators
Provide research-based PD designed to improve the instruction and assessment of ELs.
3. Strategy: PD for Other Personnel
Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide PD to all elementary teachers and secondary ELA/ELD/Core teachers on the new ELA/ELD Framework and ELD Standards. One focus will be on "Designated" ELD instruction (a specific, protected time during the school day in which teachers use the CA ELD Standards to attend to ELs' particular English language development needs. During this time, students should be grouped by English language proficiency levels). A second focus will be on "Integrated ELD" in which English learners will receive access to the common core using the 2012 ELD Standards. Teachers will receive training on how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.</p> <p>The district will continue to fund three Curriculum Program Specialists to provide PD focused on improving instruction for English learners. These Specialists will provide teachers with PD and coaching on scaffolding strategies to use in their classrooms in order to differentiate instruction to meet the specific needs of ELs.</p> <p>Elementary Teachers will receive three days of PD on the following topics:</p> <ul style="list-style-type: none"> • Understanding and implementing pedagogical shifts to support ELs • Interacting in Meaningful Ways • Learning about how English works • Foundational Literacy Skills • Key Elements of a "Designated" ELD Lesson • Integrated ELD across disciplines • Scaffolding Levels-Substantial, Moderate and Light. • Formative Assessments as a process, not a product <p>Secondary teachers will receive a one-day training on the following topics:</p> <ul style="list-style-type: none"> • Understanding and implementing pedagogical shifts to support ELs • The three parts of the 2012 ELD Standards • Integrated ELD across disciplines • Scaffolding Levels-Substantial, Moderate and Light. 	<p>September 2015-2016 Director of Language Support Services Director of Assessment & Accountability Directors of Elementary & Secondary Curriculum</p> <p>EL Curriculum Program Specialists</p>	<p>2 Elementary ELD Curriculum Program Specialists 1 Secondary ELD Curriculum Program Specialist Salaries and Benefits</p> <p>Substitute costs</p>	<p>\$310,000</p> <p>\$87,500</p>	<p>Title III</p> <p>LCAP Title I Title III</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Formative Assessments as a process, not a product How to support English learners in developing the characteristics listed on the CJUSD Graduate profile. 				
District CPSs will provide follow-up coaching to elementary and secondary core teachers to further support them on the strategies received through Professional Development. EDS CPSs and TOAs will plan coaching opportunities and log these events for the purpose of determining what types of coaching experiences were requested in order to gain insight on the needs of the schools. Coaches will share the locations and types of coaching at planning meetings .	September 2015-2016 Curriculum Program Specialists	District Curriculum Specialists Sub Costs	Costs indicated above	LCAP Title III Title I
Conduct analysis of curriculum-embedded assessments to assist in the development of a PD plan that addresses areas of need and is of sufficient intensity and duration to have a lasting impact in EL student learning.	Director of Language Support Services Language Data Specialist	Director, Language Support Services(30%) Language Assessment & Data Specialist (50%)	Costs indicated above	Title III
With the understanding that educating English Learners is a shared responsibility, district will facilitate collaboration days throughout the school year for teachers to come together to plan lessons that are rich in academic language, high engagement and provide multiple opportunities for higher level thinking.	September 2015-2016 Director of Language Support Services Director of Assessment and Accountability	District Curriculum Program Specialists	Costs indicated above	LCAP Title III Title I
CPSs, TOAs and Directors in ESD will schedule meetings throughout the year to update the team on current trainings/needs and give input to ensure high quality training for teachers. ELA Elementary, EL CPSs, Sped Ed CPSs and Technology TOA will collaborate to ensure that staff development is designed to address the needs of all students including ELs and dual identified students.	September 2015-September 2016 Director of Language Support Services Directors of Elementary and Secondary Curriculum	District Curriculum Program Specialists	Costs indicated above	LCAP Title III Title I
With the adoption of a new Mathematics curriculum, Curriculum Program Specialists will review and identify the components of the adopted curriculum as well as supplemental materials that specifically address the needs of English Learners and provide PD and coaching to teachers on these components.	September 2015-16 Director of Language Support Services EL and Math Curriculum Program Specialists	District Curriculum Program Specialists	Costs indicated above	LCAP Title III Title I
Planning CCSS ELA Secondary-LSS, Sped and Secondary CCSS trainers will collaborate to ensure that staff development is designed to address the needs of all students including ELs and dual identified students.	September 2015-2016 Director of Language Support Services	District Curriculum Program Specialists	Costs indicated above	LCAP Title III Title I
Planning CCSS Math Elem.-LSS, Sped and Secondary CCSS trainers will collaborate to ensure that staff development is designed to address the needs of all students including ELs and dual identified students.	September 2015-2016	District Curriculum Program Specialists	Costs indicated above	LCAP Title III Title I

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Arrange for teachers to visit other classrooms to enhance their knowledge of effective instructional strategies. High performing schools with successful programs for English learners will be selected and visits will be arranged through the LSS Department..	September 2015-2016 Director of Language Support Services			Title III

Goal 2E: Parent and Community Participation

1. Strategy: Parental Participation
Promote parental participation in programs for ELs.
2. Strategy: Community Participation
Promote community participation in programs for ELs.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Monthly DELAC meetings are extended to three hours (8:30-11:30) to provide parent workshops on a variety of topics that will directly support parents of English learners. All workshops will be in Spanish. This list of topics was compiled as a result of a parent needs assessment conducted in October 2014. These topics will be agendaized for each upcoming DELAC meeting. Additional workshops in Spanish will also be presented throughout the year for appropriate grade levels at various school sites. In this needs assessment, parents requested workshops on the following topics: Parent Academic Orientations, informative workshops on programs such as EAP, AP, Honors, A-G, SAT/ACT, Pathways orientations, computer classes, step by step assistance with FAFSA, scholarships, Dream Act, Understanding secondary education requirements such as 4-year plans, a-g classes, understanding transcripts</p> <p>Training for Parents on the demands of CCSS/ELD Standards.</p>	September 2015-September 2016 Director of Language Support, EL Counselors, Translator/Interpreter, Principals, Assistant Principals	Director (30%) Translator/Interpreter (50%) Refreshments Childcare		Title III
<p>Sites will Utilize ELAC meetings as a mutual platform to facilitate effective collaboration between parents and schools to provide opportunities for input in the decision making process. Site principals will encourage, foster and promote EL parent participation by providing opportunities for effective collaboration. Sites will include parents of English learners in the evaluation of effectiveness of programs and services offered to schools and consistently seek parent input in decision making process.</p> <p>Sites will seek and utilize talents of parents, community members and college students to provide learning support to students.</p> <p>District will establish a district wide protocol for volunteering to allow parent involvement in the classrooms and also ensure the safety of our students.</p> <p>Include EL parents in the implementation of Positive Behavior Intervention Support by providing materials, workshops and strategies in Spanish.</p> <p>Invite a group of parents (10-15) to be active participants in the Superintendent's Community Cabinet for the 2015-16 school year, giving parents of ELs first hand information and opportunities for input. A translator and director will be present to facilitate these meetings.</p> <p>Begin a "Reader's Book Club" for parents to send a message to their children that everyone reads. Three Book titles will be selected for the year. Parents</p>	<p>Monthly, September 2015-September 2016 Director of Language Support Services, Principals, Assistant Principals, Director</p> <p>Human Resources</p> <p>Elementary and Secondary Principals and Assistant Principals</p> <p>September 2015-September 2016 Superintendent, Director of Language Support Services Interpreter/Translator</p> <p>September 2015-September 2016</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Site Specific</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>LCAP Title III</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
will participate in Read-Alouds and Book talks with parents from different sites.	Director of Language Support Services			
LSS will send a notice reminder to all DELAC reps. An additional teleparent message will also be sent a day before. Translator will send out a teleparent message in Spanish to all DELAC reps the day before DELAC meetings indicating topics that will be covered.	September 2015-2016 Director of Language Support Services	N/A	N/A	N/A
Spanish parent website will be updated monthly with crucial information such as: DELAC meeting schedule, agenda and minutes . Provide IT with monthly updates LSS will provide IT with updates to include on the District Spanish website.	September 2015-2016 Director of Language Support Services Interpreter/Translator	N/A	N/A	N/A
EL Counselors will provide DELAC parents with presentations on topics such as: AB540, Scholarship deadlines, a-g requirements, 4 year academic plans, etc...	September 2015-September 2016 EL Counselors	Three EL Counselors (30%)	\$92,000	Title III
Parents will be active participants in workshops and field trips to colleges in order to better prepare them to help their kids meet graduation requirements.	September 2015-16 Director of Language Support Services	Three EL Counselors (30%)	Costs indicated above	Title III
Parents will receive a Series of STEM workshops on how they can help their students at home in the fields of Science, Technology, Engineering and Mathematics. Parent members of DELAC will conduct a yearly needs assessment identifying what EL programs/services they would like to increase or improve that will ensure ELs academic success. A parent workshop schedule will be developed with the different topics for the 2015-2016 school year.	September 2015-2016 Director of Language Support Services October 2015 Director of Language Support Services	Consultants N/A	\$7,000 N/A	LCAP N/A
Enhance existing Parent Center by assigning a Spanish speaking Family Involvement Program Manager to meet the needs of EL parents.	October 2015 ESD Directors	Family Involvement Program Manager Salaries & Benefits	\$60,000	Title I
District will work together with the Asian Resource Center to offer ESL classes to parents of English learners at various sites throughout the district. Sites will monitor attendance at ESL classes to ensure that no less than 15 participants are attending. The hosting the parent ESL classes will provide daycare.	September 2015-September 2016 Director of Language Support Services Site Principals	Child care costs	Varies by site	Title I
Three EL Counselors will provide supplemental services to ELs and their families. The three District EL Counselors have proven to be instrumental in parent involvement and will continue to provide Spanish parent informational workshops on how parents can support their children at home. They will continue to provide supplemental support to ensure EL students are provided	September 2015-September 2016 EL Counselors	Three EL Counselors (30%)	Costs indicated above	Title III LCAP

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>opportunities to participate in Pathways, A-G, AP exams, EAP, Algebra, and ultimately graduation.</p> <p>Continue to provide field trip opportunities for students and parents to colleges and universities. EL Counselors will continue working closely with EL students and parents to ensure they receive assistance in social, academic, personal, or acculturation issues that may be preventing them from achieving their college and/or career goals. Parent field trips have been scheduled throughout the year to college, universities and other agencies directly related to education.</p> <p>The district will continue efforts to hire bilingual staff and to continue to improve translation/interpretation services at school sites.</p>	<p>Human Resources</p>			

Goal 2F: Parental Notification

1. Strategy: Plans to Notify Parents of ELs
Develop and implement an LEA-wide plan to meet parent notification requirements under 20 USC 6312[g].

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	N/A	N/A	N/A	N/A
<p>The district informs parents:</p> <p>a. All parents of English Learners and students are notified in writing of their child's English and primary language proficiency test results. Parent notification is provided in English and the primary language, whenever possible. Provisions are made and documented to ensure that notification of results is given to parents who do not read, and/or parents for whom written notification in their home language is unavailable. A copy of the parent notification form is placed in the cumulative folder.</p> <p>b. Each student whose home language is other than English, as determined on the Home Language Survey, is assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument administered by qualified staff. CELDT is designed for four grade spans: grades K-2, 3-5, 6-8, and 9-12. Students receive an overall score which identifies their English language proficiency at Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced level. The results of these assessments provide a measure that enables site personnel to determine the appropriate placement.</p> <p>c. English Learners with less than a reasonable fluency in English are placed in a structured English immersion program, unless the school has granted a parental exception waiver for an alternative program, or the parent has requested English language mainstream placement. All classroom instruction is in English.</p> <p>d. The goal of the Structured English Immersion Program is to develop English language proficiency and provide access to the core curriculum. This program is designed for students whose English language proficiency is between the beginning and intermediate levels. Teachers hold appropriate certification to teach ELs.</p>	N/A	N/A	N/A	N/A
<p>e. Once identified, a staff member explains that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English proficient. Based on the student's entry level English proficiency and academic achievement the length of time in the program is discussed.</p> <p>f. The District policy for reclassification is consistent with the CA Code of Regulations stating each EL must be able to: demonstrate English language proficiency and participate equally with average native English speakers. Such students can then be reclassified as R-FEP. The District's reclassification process considers the student's readiness to be reclassified through evaluation of student performance (teacher and grades) and objective testing (CELDT, CAASPP). The CELDT test scores must be at the overall proficiency level of Early Advanced or Advanced with no subtest lower than intermediate.</p> <p>g. Special Education English Learners are eligible for all services normally</p>	N/	N/A	N/A	N/A

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>provided for students with disabilities and all those provided for English Learners. Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP).</p> <p>h. At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction. The district provides full written descriptions of the educational program choices and of all the educational opportunities available to the student. Staff is available to communicate orally upon parent request. When an identified EL enrolls, the school informs the parents about their child's placement in an English classroom and their right to an alternative program.</p>				
<p>Parents of all continuing K-12 students are notified of their student's program placement once a year. New students enrolled after beginning of year receive a letter explaining the program placement of their students no later than 30 days after the beginning of school. Letters are translated as required by law.</p>	N/A	N/A	N/A	N/A
<p>The district notifies parents via US Mail if it has failed to make its Annual Measurable Achievement Objectives (AMAOs) within thirty days of such failure.</p>				

Goal 2G: Services for Immigrant Students

1. Strategy: Plans to Provide Services for Immigrant Students
Provide enhanced educational opportunities for immigrant students and their families.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The district was not eligible to receive Title III Immigrant funds in 2014-15. However, the district will receive an allocation for 2015-16. These funds will be used to provide supplemental instructional materials that will allow Newcomers to access CCSS and to accelerate their English language acquisition.	September 2015-June 2016	Supplemental instructional materials.	\$16,99.18	Title III Immigrant
Provide support to classroom teachers on language acquisition strategies that will dramatically accelerate their students' English skills.	September 2015-September 2016	three EL Curriculum Program Specialists Salaries & Benefits	Cost referenced above	Title III LEP
EL counselors will provide on-going supplemental services to ELs and their parents to ensure English learner students remain on track in their course work and career education goals.	September 2015-September 2016	Three EL Counselors Salaries & Benefits	Cost referenced above	Title III LEP LCAP
Three high school ELA/ELD teachers on assignment will provide timely intervention and support for EL students functioning below grade level expectancies in Language Arts & Social Studies classes.	September 2015-September 2016	Three ELA Teachers on Assignment Salaries & Benefits	Cost referenced above	LCAP
Three high school Math Teachers on assignment will provide timely intervention and support to EL students struggling in Science, Algebra and other math courses.	September 2015-September 2016	Three Math Teachers on Assignment Salaries & Benefits	Cost referenced above	LCAP
Three high school EL teachers on assignment will provide small group instruction to EL students newly arrived to the country.	November 2016-September 2016	Three ELD Teachers on Assignment Salaries & Benefits	Cost referenced above	LCAP

Goal 3: Highly-Qualified Teachers

1. Strategy: Ensure that all students, specifically poor and minority students, are taught by highly-qualified teachers.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Monitor hiring practices to continue to hire only teachers that are highly qualified.	September 2015-September 2018 Human Resources Division	N/A	N/A	N/A
Provide existing secondary Special Education teachers access to VPSS to meet Highly Qualified status	September 2015-September 2018	VPSS class registration	\$4,500	Title II

Goal 5A: Increase Graduation Rates

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide academic support and increase learning opportunities such as English and math intervention classes and extend time before or after school, Saturdays and summer school.	High school counselors, site administrators, Director 7-12 Educational Services August - June 2015-2018	Teacher extra duty, materials and equipment	\$300,000 No cost \$124,895	Title I Saturday School Supplemental
Deliver a standards based curriculum to all students by providing rigorous and relevant instruction to increase student engagement; including Career Pathways and CTE classes.	High school site administration August - June 2015-2018	Instructional materials Equipment	\$125,000 \$186,352	Supplemental Career Technical Education funds
Provide teachers training and coaching support to implement the Common Core State Standards.	Director School Improvement & Accountability, Director 7-12 Educational Services August - June 2015-2018	Teachers on Assignment, Curriculum Program Specialists, salaries Substitutes Materials	\$120,322 \$201,236 \$121,698 \$71,741	Supplemental Base Title I Title II
Provide AVID at middle and high schools for greater awareness of requirements for high school graduation and college entrance.	Middle & High school site administration August - June 2015-2018	Instructional materials and equipment, field trips	\$210,055	Base
Continue ongoing counseling services to create student graduation plans. The three District EL Counselors will continue to provide supplemental support to ensure EL students are provided opportunities to participate in Pathways, A-G, AP exams, EAP, Algebra, and ultimately graduation.	High school site administration & counselors August - June 2015-2018	Counselor salaries and benefits,	\$3,199,406	Base
General and special education staff will continue monthly collaboration meetings to monitor the progress of secondary Special Education students especially English Learner Special Education students.	Director Special Education, Director 7-12 Educational Services; high school site administrators August - June 2015-2018	Substitutes	Varies by school	Supplemental
Communicate regularly to parents regarding graduation course requirements.	High school counselors and site administration August - June 2015-2018	Printing	Varies by school	Supplemental
Three EL counselors will provide supplemental services to ELs and their parents to ensure English learner students remain on track in their coursework and career education goals.	September 2015-September 2016 EL Counselors	EL Counselors EL Director Salaries & Benefits	\$290,000	Title III LCAP
Facilitate summer school enrollment in PE for English learners in order to free up 9th and 10th grade schedules for AVID, Pathways or other rigorous electives.	Director of Language Support Services, Secondary Principals September 2015-2016	EL Counselors EL Director Salaries & Benefits	Cost referenced above	Title III LCAP

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Recruit ELs to participate in various activities throughout the year, such as Extreme Camp, Inland Empire Future Leaders Youth Conference, EMS Fire Boot Camp, Police Boot Camp, Electrical Engineer Boot Camp, Girl Scout Engineering Summer Program.	Director of Language Support Services EL Counselors			
<p>Establish clearly defined and distinct program pathways for English Learners and interventions and support to overcome any barriers that may be preventing them from succeeding in rigorous courses. These pathways will include Bi-literacy Seal, Linked Learning, AVID, A-G.</p> <p>Provide support systems to propel EL's in their academic and career aspirations such as enrollment in honors/AP classes, participation in EAP, summer enrichment programs, college/career exploration events. Provide opportunities for students who may need additional support in satisfying A-G requirements.</p> <p>Parent workshops in Spanish will be scheduled at the four middle schools for parents of EL 8th graders. This workshop will educate parents on the demands of high school courses and on how to keep their students on track to graduation for the next four years.</p> <p>LSS will identify ELs whose indicators suggest they would be strong candidates for Honors/AP classes. EL Counselors will review data and student records and reach out to these students and their parents to encourage enrollment in rigorous courses.</p> <p>English teachers will form a Summer School Honors Book Club with 9th grade Honors English candidates to help them prepare for Honors English classes. Students will be provided with basic materials they need to meet the 9th grade Honors English Summer requirement.</p>	<p>September 2015-September 2016 Director of Language Support Services EL Counselors</p> <p>September 2015-September 2016 Director of Language Support Services EL Counselors</p> <p>March 2016 EL Counselors</p> <p>January-March 2016 EL Counselors</p> <p>July/August 2016 English Teachers</p>	<p>Director of Language Support Services EL counselors</p> <p>Director of Language Support Services EL Counselors</p> <p>Director of Language Support Services EL Counselors</p> <p>EL Counselors</p> <p>EL Counselors, Extra Duty, Instructional materials</p>	<p>Cost referenced above</p> <p>Cost referenced above</p> <p>Cost referenced above</p> <p>Cost referenced above</p> <p>\$2,500</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>

Goal 5B: Decrease Dropout Rates

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Implement work based learning continuum opportunities.	High school counselors, administration, Director 7-12 Education; Linked Learning Program Specialist - Begin July 1, 2015 revisit annually	Salaries, benefits, Instructional materials, technology,	\$133,861 \$125,000	Supplemental Supplemental
Continue the use of a high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt.	High school principals, counselors August through May	Teacher extra duty, materials	\$34,225 \$5,761	Title I Supplemental
Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements.	Director 7-12, summer school principals February through July	Salaries, benefits, materials	\$486,753	Supplemental
Provide a double math support class at the high school level to provide intervention and support for students.	High school principals, counselors August through May	Salaries, benefits, materials & equipment	\$433,360	Supplemental
Provide credit recovery for students behind in credits	High school site administration & counselors August through May	Credit recovery program teacher extra duty	\$90,000	Supplemental
Provide English support classes at secondary sites	District	Salaries & benefits	\$433,360	Supplemental
Provide Alternative Education Programs at Washington High School through Middle School Opportunity Class, High School Opportunity Class, Independent Study, At Risk SDC.	District	Salaries, benefits, instructional materials & equipment	\$2,656,493 \$55,365	Base Supplemental
Provide continuation high school program at Slover Mountain HS.	District	Salaries, benefits Instructional materials & equipment	\$2,008,140 \$53,084 \$53,248	Base Supplemental Title 1
Counselors and administrative personnel will identify the indicators that are common for students who drop out, such as attendance, home environment factors, discipline, etc. EL Counselors will work closely with EL students and parents to identify and remove any obstacles such as acculturation issues that may be preventing linguistic or academic achievement.	September 2015-2016 EL Counselors	EL Counselors	Cost referenced above	Title III
Use Laurie Olsen's "Reparable Harm" report as a guide to develop a strong support system for LTEL's in grades 7-12 and to learn how to analyze problematic issues that tend to surface at school sites that impact EL students.	September 2015-2016 EL Counselors	EL Counselors	Cost referenced above	Title III
	September 2015-2016 EL Counselors	EL Counselors	Cost referenced above	Cost referenced above

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>EL Counselors will work closely with site guidance counselors to provide supplementary counseling services for referred students that will contribute to improving achievement, allocate resources to ensure EL's academic success, and establish and maintain a strong relationship with students and parents of EL's.</p> <p>Counselor will identify and monitor students referred to Odysseyware to ensure completion.</p> <p>Establish a class size enrollment maximum (25) for English and Math classes designed to support students who are below grade level expectancies.</p>				

District Budgets for Federal and State Programs

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	\$1,534,132	\$5,978,294	\$6,385,562	85%
Title II Part A Teacher and Principal and Recruiting	\$53,661	\$869,906	\$766,503	83%
Title III Limited English Proficient	\$122,389	\$541,111	N/A	N/A
Title III Immigrant Education	0	\$17,341	\$17,341	100%
Career Technical Education	0	\$186,352	\$186,352	100%
IDEA, Special Education	0	\$4,933,845	N/A	N/A
Other (describe)				

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 (%)
Child Development Programs	0	\$359,619	N/A	N/A
LCAP Supplemental & Concentration		\$18,038,053	N/A	N/A

Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly-qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>The School Improvement & Accountability Department conducted site administrators' trainings on how to work with teacher leaders, English Learner Advisory Committees and School Site Councils to evaluate and review the School Plan for Student Achievement (SPSA); how to conduct a comprehensive needs assessment to be used as they revise the SPSA; and</p> <p>Site administrators were provided the same professional development as classroom teachers focused on meeting the needs of at-risk students in English/Language Arts and mathematics.</p> <p>All elementary and middle school teachers are highly qualified. District staff consults with individual special education teachers who are not highly qualified to ensure that they complete the requirements.</p> <p>Elementary schools meet with preschool to ensure a smooth transition to Transitional Kindergarten or Kindergarten.</p> <p>Schools implement and refine their RTI process to meet the needs of their students.</p> <p>Schools hosting After School Education and Safety programs meet regularly with ASES staff to align the program to classroom instruction.</p> <p>District personnel have worked with school staff to increase parental engagement.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly-qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>For the 2015-2016 school year Colton Middle School will be the only TAS Title I school.</p> <p>The Director of School Improvement & Accountability met with site administration to assist with the identification of at risk students. Budgets were developed to ensure that targeted students were offered opportunities for extended day learning.</p> <p>The site administrators receive the same trainings a Schoolwide administrators.</p> <p>Students will not be pulled out of classes during the regular school day.</p> <p>Teachers at Colton Middle are highly qualified.</p> <p>District personnel have worked with school staff to increase parental engagement.</p> <p>Teachers will participate in all professional development provided by the district to all other Title I Schoolwide schools.</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and 	<p>Colton Middle School Leadership used students' district benchmarks results to identify which students will receive services.</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>classroom grades.</p> <ul style="list-style-type: none"> • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds. 	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students remain at their school of origin. Three district community liaisons and two other staff members serve as support for homeless students. Homeless students are supported with afterschool tutoring.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p>There are no local institutions for neglected or delinquents students in our district.</p>
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly-qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>The LEA will meet on a regular basis with all Title I SWP schools to conduct a comprehensive needs assessed and work with the leadership team, English Learner Advisory Committee; School Site Council; other parent groups, teachers and students to monitor the school's School Plan for Student Achievement. School leaders are encouraged to attend conferences to develop skills in monitoring site programs and strategies to increase parent involvement. All teachers will be given an opportunity to give input on professional development needs and attend workshops within the district and conferences outside of the district.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly-qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>The LEA will meet on a regular basis with the TAS school to identify students at risk of failing using results from State testing and District Benchmarks. These students will be placed in the appropriate instructional setting during the day and provided with extended learning opportunities either before or after school. School staff will be encouraged to attend conferences to increase knowledge of strategies to increase the parent involvement. The LEA ensures that all teachers at the TAS school are highly-qualified.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The LEA currently provides a director, coordinator, 3 full-time community liaisons and a full-time counselor to assist with the needs of our homeless students. The LEA provides assistance with enrollment, transportation, clothing, supplies and anything else that students would need so they remain in their school of origin. Title I provides additional academic support by providing funding for extended day learning opportunities.</p>
<p>The description should include services to children in a</p>	<p>There are no local institution for neglected or delinquent children and youth or those</p>

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.	attending a community day program within our district's boundaries.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Using the results from the annual Title II professional development needs assessment, the district will coordinate and conduct workshops for teachers, administrators and support personnel.

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	All parents are notified of school and district PI status through letters sent home in both English and Spanish at the beginning of each school year; This information is also on the district website. When the window opens for student Choice Transfers, parents of students enrolled at a PI school are sent home district letters advising them of the Choice option. Parents of students at a PI Year 2+ school are also sent a second letter inviting them to apply for free tutoring dependent upon free or reduced lunch status and district benchmark scores.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Parents are invited to return completed applications for Choice. Once the window closes, students are assigned to the school of Choice for the net school year. Parents are notified by mail. The district maintains an open enrollment for free tutoring throughout the year as space is available. Applications and provider lists are sent home to parents. Free tutoring is provided on a first-come first-served basis.
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	All teachers at elementary and middle schools are highly qualified. At the high schools, special education teachers who have not completed the requirements to be considered highly qualified are enrolled in the VPSS program. Title II is used for VPSS.
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.	All schools annually review and may revise the district and school's Parent Involvement Policy. All schools have ELAC and SSC that met regularly. Schools hold Open Houses, Parent teacher conferences and various parent academic nights. The district monitors the use of the 1% parent involvement allocation at all Title I schools.
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: <ul style="list-style-type: none"> a. Even Start b. Head Start c. Early Reading First d. Other preschool programs e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	The district has Head Start and State Preschool programs. Elementary schools provide support to parents and students for a smooth transition to Transitional Kindergarten and/or Kindergarten. Neglected, homeless, immigrant, limited-English and children with disabilities needing additional assistance are filtered through the RTO process established at every school. Pull-out programs are limited to Special Education as students are invited to participate in after school and intersession classes.

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD 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 PD as defined in Section 9101 (34).

TITLE III

35. 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.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. 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

42. 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.
43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, 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
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. 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 LEA, 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).