(CDE use only)	
Application #	

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

LEA Plan Information:

Name of Local Educational Agency (LEA): San Dieguito Union High School District

County/District Code: 37-68346

Dates of Plan Duration (should be five-year plan):   July 1, 2011- June 30, 2016

Date of Local Governing Board Approval:
March 15, 2012.   Revised March 12, 2013. Rev. Pending Board Approval on April 4, 2013.

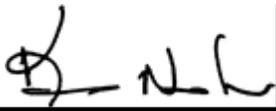District Superintendent: Ken Noah

Address: 710 Encinitas Blvd

City: Encinitas, CA   Zip code: 92024

Phone: 760-753-6491   Fax:

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

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

Ken Noah	4/4/2013	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Beth Hergesheimer	4/4/2013	
Printed or typed name of Board President	Date	Signature of Board President

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Part I Background and Overview

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

➢ stronger accountability for results;
➢ greater flexibility and local control for states, school districts, and schools in the use of federal funds
➢ enhanced parental choice for parents of children from disadvantaged backgrounds, and
➢ a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

3. **By 2005-2006, all students will be taught by highly qualified teachers.**

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

5. **All students will graduate from high school.**

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

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

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

- ➤ rigorous academic standards
- ➤ standards-aligned instructional materials
- ➤ standards-based professional development
- ➤ standards-aligned assessment
- ➤ an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

Tables of data for your schools and district are available online:
 ➤ API Reports - *http://www.cde.ca.gov/ta/ac/ap*
 ➤ Standardized Testing and Reporting (STAR) data - *http://www.cde.ca.gov/ta/tg/sr*
 ➤ LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - *http://www.cde.ca.gov/sp/el/t3/acct.asp*
 ➤ AYP Reports – *http://www.cde.ca.gov/ta/ac/ay*

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

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

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:
 • The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
 • District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
 • Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
 • English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at *http://www.cde.ca.gov/ta/lp/vl/improvtools.asp*.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement.*

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS—2012-13

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	$167,326	$774,562	$852,547	91%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	$687	$196,960	N/A	N/A
Title II, Part D, Enhancing Education Through Technology	$-0-	$1,856	N/A	N/A
Title III, Limited English Proficient	$34,195	$64,364	$76,201	77%
Title III, Immigrants	$18,431	$25,000	$42,941	98%
Title IV, Part A, Safe and Drug-free Schools and Communities	$-0-	$-0-	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	$-0-	0	N/A	N/A
Adult Education	$-0-	$112,843	$112,843	100%
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	$-0-	$2,075,238	$1,987,959	96%
21st Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe)				
TOTAL	$220,639	$3,250,824	$3,072,491	89%

DISTRICT BUDGET FOR STATE PROGRAMS—2012-13

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	$132,739	$398,028	$457,949	$86%
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
Child Development Programs	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	N/A	N/A	N/A	N/A
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	$-0-	$-0-	N/A	N/A
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe) Tobacco Use Prevention Education Competitive Grant	$183,202	$0	$175,279	96%
TOTAL	$315,941	$398,028	$633,228	89%

Part II: The Plan

Needs Assessments
> **Academic Achievement**
> **Professional Development and Hiring**
> **School Safety**

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at
http://www.wested.org/pub/docs/chks_survey.html.

SDUHSD reviews the results of the California Healthy Kids Survey, district suspension, expulsion and truancy data, and other behavioral indicators to refine school-level and district-level safe school plans. The plans include measures to maintain a safe and secure school environment, which are detailed in Goal 4 of this plan.

Descriptions – District Planning

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

District Profile

San Dieguito Union High School District Mission Statement

Our mission is to provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others, and prepare them to be lifelong learners and responsible members of society.

San Dieguito Union High School District (SDUHSD) is one of the nation's finest districts, offering a wealth of academic and extracurricular opportunities in which its students can engage and excel. SDUHSD is composed of two traditional 9-12 high schools, two 9-12 high school academies, a continuation and an alternative high school, and four 7-8 middle schools. The 12, 238 students enrolled represent seven North Coastal San Diego County townships linked together in a highly educated and technologically advanced community. The district is situated in an area that thrives in the academic environment of UCSD, the research culture of Salk and Scripts Institutes, and the cutting edge computer and telephone industry that gave birth to the likes of Qualcomm.

SDUHSD has two traditional high schools, Torrey Pines High School and La Costa Canyon High School, each with an enrollment that exceeds 2,300 students. Canyon Crest Academy has an enrollment of 1850 students and San Dieguito Academy has an enrollment of 1,546 students. Both Academies are a school of choice open to students from throughout the district, which provide a student-centered environment for a limited number of enrollees as it prepares graduates for college or a career. The Academies four-by-four schedule, with its eight classes per year, allows great opportunity for students to try many elective courses and study specific curriculum in great depth; all the while maintaining a rigorous schedule that will prepare them for the most competitive colleges in the country. Students currently progress to the four high schools from four 7-8 middle schools in the district. The district also maintains alternative education programs for 16-18 year olds at the Sunset continuation High School campus.

All four high schools offer comparable academic programs at all grade levels. The programs are designed to meet all State requirements as well to prepare students for admission to higher learning institutions and 21st century work skills. There is a strong emphasis on acquiring a firm foundation in the basic skills that begin at the elementary level. Students who demonstrate proficiency in basic subject areas may select from a range of elective classes as they progress toward graduation. Elective programs include Art, drama, foreign language, music, speech and Career Technical Education (CTE) classes. All four high schools have interscholastic athletic programs, while middle schools offer opportunities through city and club-sponsored programs.

SDUHSD continues to provide a full continuum of services to under-represented students. Of critical concern are students scoring below the 40th percentile, especially those scoring in the lower quartile, of the STAR test. The majority are English language Learners with Spanish as their primary language. Most are burdened by language, economic, and cultural barriers that obstruct learning.

Currently, the district has 609 (5%) students identified as English language Learners. The San Dieguito Union High School District English Learner Program is an organized, content-based, culturally sensitive program of instruction in which participating students designated as English Learners (primary language other than English) receive English-as-a-Second Language courses and specially designed academic instruction in courses required for graduation.

Also included in this focus is a portion of the 1212 students within the Special Education program, representing 10% of our student population. SDUHSD offers a continuum of special education services for students with Individual Education Plans (IEPs) that define specific goals for students to achieve using unique instructional strategies and small group instruction. These services include, but are not limited to, adaptive physical education, assistive technology, occupational therapy, speech/language therapy and counseling. SDUHSD is part of a 14 district Special Education Consortium, NCCSE (North Coastal Consortium for Especial Education), which provides a variety of resources and professional development opportunities. Within the SDUHSD Special Education program, there are a variety of placement options available, including a model "school within a school" program.

Site principals closely monitor, track, and provide services to all students falling into an "at-risk" category. This information, as well as updates on students' progress is shared frequently with our Board of trustees.

At SDUHSD we believe that all students can learn: Not on the same day...Not in the same way. Each has talents to be discovered, skills to be developed, and a mind to be nourished, which is the shared responsibility of the community.

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.

In December 2012, the State Board of Education (SBE) identified San Dieguito Union High School District (SDUHSD) as a Program Improvement (PI) Year 3 district. A Title I school or Local Education Agency (LEA) is identified for PI if it does not make Academic Yearly Progress (AYP) in the same content area (English Language Arts or Mathematics) and does not meet AYP criteria in the same content area in each grade span for two consecutive years.   LEAs, schools and the state must meet all AYP criteria in order to meet federal Elementary and Secondary Education Act (ESEA) accountability requirements. For 2011, SDUHSD met 25 of 30 AYP criteria. For 2012, SDUHSD met 24 of 30 AYP criteria.

In California, LEAS and schools are required to meet or exceed requirements within each of the following areas in order to make AYP annually:

> ➢ Requirement 1: Participation Rate—At least 95% of the district's grades 7-8 and grade 10 students enrolled in the first day of testing must take the required tests (CST, CMA, CAPA, and CAHSEE).

> ➢ Requirement 2: Percent Proficient—The district and all numerically significant subgroups are required to demonstrate performance at or above the statewide annual measurable objectives (AMOs 1, 2, and 3)

> ➢ Requirement 3: Academic Performance Index (API)—The district must show a specific level of growth in API. For 2010, SDUHSD achieved a growth of 15 API points easily meeting the minimum score of 680 or growth of at least one point.

> ➢ Requirement 4: Graduation Rate—The district/schools must achieve a specific graduation rate. For 2010, the targeted graduation rate was 90%.

During the 2011-12 school year, SDUHSD met 3 of the 4 requirements above but did not meet the percent proficient requirement in English Language Arts for four of the numerically significant subgroups and the percent proficient requirement in Mathematics for 2 subgroups. In 6 of the 30 required AYP criteria, district student subgroups failed to meet annual percent proficient targets on required statewide tests of academic knowledge and skills in English language arts (ELA) and Mathematics.

For 2012 the subgroups and criteria missed were identified as follows:

➢ The Hispanic or Latino subgroup met the Safe Harbor target in Mathematics, but failed to meet its percentage proficient target in ELA. Of the students tested in this subgroup, 65.2% scored proficient in ELA. The target for the year was 78%. In Mathematics, 57.6 scored proficient.

➢ The socioeconomically disadvantaged subgroup failed to meet its percentage proficient target in both ELA and Mathematics. Of the students tested in this subgroup, 59.4% scored proficient or above in ELA. The target for the year was 78%. In mathematics, 49.8% scored proficient or above while the target was 78.2%.

➢ The English Learner subgroup met the Safe Harbor target in Mathematics, but failed to meet its percentage proficient target in ELA. Of the students tested in this subgroup, 51.3% scored proficient or above in ELA while the target was 78%. In Math, 52.3% of the students tested scored proficient or above.

➢ The Students With Disabilities subgroup failed to meet its percentage proficient target in both ELA and Mathematics. Of the students tested in this subgroup, 55% scored proficient or above in ELA while the target was 78%.

The SDUHSD District Leadership Team (DLT), which includes teachers, site administrators and parents, met to review a variety of both formative and summative achievement data in order to identify and prioritize areas of need. Included in the data analysis and review were: CST results, district and school level subgroup AYP and API performance data, CELDT data, English Learner Self-Assessment (ELSSA) data, the Academic Program Survey (APS) and District Assessment Survey (DAS). The analysis of achievement data indicates the challenges SDUHSD faces in meeting AYP for the upcoming years.

District-wide performance in the CST and CAHSEE in both ELA and Math are summarized below in figures 1 and 2:

ELA	2009	2010	2011	2012
NCLB Target	45.0%	56.0%	67.0%	78.0%
All Students	82.9%	85.2%	86.6%	86.1%
White	86.3%	88.0%	88.7%	88.4%
Asian	94.4%	96.1%	95.7%	94.5%
English Learners	42.7%	48.4%	48.7%	51.3%
Socioeconomically Disadvantaged	42.1%	44.4%	59.7%	59.4%
Latino	50.9%	58.0%	63.8%	65.2%
Students with Disabilities	42.8%	46.9%	53.6%	55.0%

Figure 1: Percent Proficient or above in English Language Arts

Mathematics	2009	2010	2011	2012
NCLB Target	45.5%	56.4%	67.3%	78.2%
All Students	80.4%	82.0%	81.9%	82.7%
White	82.6%	84.0%	83.8%	84.5%
Asian	95.1%	96.2%	97.8%	96.4%
English Learners	47.8%	50.6%	47.3%	52.3%
Socioeconomically Disadvantaged	43.2%	46.1%	49.3%	49.8%
Latino	52.8%	55.3%	53.5%	57.6%
Students with Disabilities	38.4%	40.5%	45.6%	46.9%

Figure 2: Percent Proficient or above in Mathematics

Support and intervention for students who are experiencing difficulty mastering the standards is a high priority at SDUHSD. The district has a consistent method for assessing English Learners and Students with Disabilities (SWDs) to determine the most appropriate class placement. SWDs can be mainstreamed or can spend part of their day in specialized classes, depending on their Individual Education Plan (IEP). English Language Learners are placed in the appropriate level of English Language Development or mainstream English Language Arts class according to district established assessment criteria. All schools in SDUHSD offer a variety of support classes and extended day options to provide differing levels of support to students as needed.

An evaluation of the previous LEA Plan indicates that while progress has been made in improving student performance among all the subgroups, as measured by performance on state mandated tests, the rate of growth demonstrated by the English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities subgroups has consistently trailed behind that of students in the district's highest performing subgroups. Achievement data reveals that our intervention practices have not successfully provided English Learners, Latino, Student with Disabilities and Socioeconomically Disadvantaged students with the needed intervention to raise their academic achievement to the targets established by the No Child Left Behind Act of 2001.

To determine the changes needed to the current SDUHSD LEA Plan, the DLT reviewed the results of the self-assessment tools provided by the California Department of Education (CDE).

The DLT identified the following high priority areas in which improvements should be made:

1. Provide professional development focusing on designing and implementing lessons that allow for differentiation and re-teaching to address the academic needs of each student.

2. Provide appropriate intervention materials and instructional time to all students who score below proficient on the ELA and Math portion of the CST.

3. Implement additional instructional strategies to address the unique needs of Long Term English Learners (LTELs) who achieve below basic level in the ELA and Math portions of the CST and cannot reach proficiency in the CAHSEE.

4. Availability of time for staff collaboration regarding EL needs, assessment and instruction among all teachers who assist English Learners

5. Provide teachers and administrators opportunities for professional development in the use of the adopted instructional programs in ELA and Mathematics.

6. Communicate more effectively with parents of the identified struggling subgroups about the district's academic programs as well as its policies and procedures for identifying students for special instructional programs.

7. Assure that teachers have adequate time to collaborate with their peers in planning and implementing appropriately differentiated instruction.

The pages below describe several initiatives/strategies that SDUHSD will undertake. Some of the initiatives are targeted to specific subgroups of students and their teachers or to students at particular levels of academic performance in specific content areas. The goal of all the initiatives is to improve academic achievement for all students and among those student subgroups that have failed to meet AYP. SDUHSD will build on the successes achieved under its current educational plan and address shortcomings identified by the district leadership team.

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

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

 Local Measures of Student Performance:

SDUHSD incorporates a variety of high quality academic assessments, beyond the state assessments, to guide placement and instruction decisions. The goal is to provide sufficient reliable data about student learning to support instructional planning and to monitor individual student progress. This is done through a combination of district-wide benchmarks and frequent site-level assessments. Placement criteria are standardized across the district and rely on a mixture of STAR results and local assessments. Results are reported in a timely way to enable teachers to make appropriate adjustments in instruction and to identify those students in need of additional support.

On an annual basis, SDUHSD students participate in the following assessments:

- ➢ Common Benchmark Assessments (ongoing development)- students in grades 7-12 will be administered an untimed writing prompt according to the genre addressed in each grade level California English Language Art standards. Rubrics will be developed by a district-level committee to ensure that grading is standardized across all school sites.

- ➢ UCSD Math Diagnostic Testing Program (MDTP). All incoming 7th graders take the Algebra Readiness test as a diagnostic and placement tool. Additionally, many middle school math teachers also give this test at the end of 7th grade as well to measure progress.

- ➢ End of course exams

- ➢ All students in high school ELD courses use the Edge e-assessment program provided through the Edge textbook series. These assessments are administered at end of each theme and unit covered.

- ➢ SDUHSD is implementing the use of CTB/MCGraw-Hill LAS Links online assessments as an additional assessment for Long Term English Learners (LTELs). This online assessment will be administered to LTEL students three times yearly using forms A and B to provide teachers with students' English language proficiency in reading, writing, speaking and listening. This information will be used for ALD program placement, to monitor EL student progress, and to inform instruction.

- ➢ IEP goal progress is measured quarterly and reported to parents.

- ➢ Annual IEP goal progress is measured and reported to parents and staff in a formal IEP meeting.

- ➢ Standardized assessments required for initial and triennial IEP assessments measuring students' present levels of performance including, but not limited to cognitive functioning, processing speed, speech and language, and academics.

- ➢ Informal diagnostic measures to establish student baselines prior to delivering individualized and differentiated instruction in self-contained special education classes.

- ➢ Periodic teacher feedback and staff observations to assess progress made and the appropriateness of students' placement.

➢ Independent Educational Evaluations (IEE) and Educationally Related Mental Health Assessments (ERMHS) as requested by parents and/or staff.

Progress Monitoring

Results of these local assessments are provided to school personnel and distributed to students/parents. SDUHSD is currently using Data Director as the student data management software, but is investigating other possible data system vendors. Data Director provides reports to evaluate student achievement of the standards on a number of different levels (district-wide, school-level and teacher level reports).

Additionally, students identified on state assessments as underperforming in the area of reading, are given local assessments (Scholastic Reading Inventory (SRI), READ 180) to provide additional information and to support individual remediation plans (grades 7-12). All incoming 7th grade students and all exiting 8th grade students are given the SRI for screening and placement as well as to measure progress.

SDUHSD recognizes that in order to measure student performance on state standards at the local level, additional work must be dedicated to creating benchmark assessments in the areas of language arts, math, science, and social science. These assessments are in addition to the end of course exams students currently take.

Identification of students at risk of failure

SDUHSD provides universal screening tools to appropriately place students in need of support. The screening includes state test scores, English and math grades, current reading and math intervention grades, Lexile scores in SRI assessments, English language fluency, years in US schools, and other factors. Each school site adds information available to them locally such as classroom-based reading assessments, attendance, and teacher recommendation. Throughout the school year, teachers and counselors monitor individual student grades, assessment scores, attendance, and behavior to intervene before failure occurs.

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

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards.	Associate Superintendent of Instruction, Executive Director of Curriculum, Principals July 1, 2011- June 30, 2016	SDCOE-AB430 Training	$3,400 per participant	General Fund
b) Site administrators and Department Chairs will continue to work with teaching staff to assure that all courses are aligned to CA content standards	Principals, teaching staff, district personnel July 1, 2011- June 30,2016	Substitute costs for teacher, presenter preparation time	$95 per day sub costs	General Fund
c) Continue to use data director to evaluate and analyze student achievement data to find areas of strength and weaknesses as they relate to student performance on standards based assessments in the area of reading and language arts.	Principals, teaching staff, EL coordinator, other district personnel July 1, 2011- June 30, 2016	Data director licenses	$6 per license	General Fund, <mark>Title I</mark>

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Provide opportunities for all first and second year teachers to participate in the BTSA program. With BTSA support, new teachers will gain a clear understanding of reading and English language arts content standards.	BTSA Coordinator, Site administrators July 1, 2011-June 30, 2016	Professional Development, BTSA	$5,000	General Fund, BTSA
e) Review of fundamental level instruction to ensure students are accessing state content standards when appropriate.	Director of SpEd, Site Administrators, Dept Chairs. July 1, 2011-June 30, 2016	No additional costs related.	N/A	N/A
2. **Use of standards-aligned instructional materials and strategies:** a) SDUHSD will continue to purchase materials on the State-Adopted list (K-8) or aligned with the standards (9-12) for Reading Intervention programs (READ 180, System 44)	Associate Sup. of Instruction, Executive Director of Curriculum, EL Coordinator May 2011-June 30, 2016	Cost of purchasing materials	READ 180 consumable materials and additional licenses for READ 180/System 44	Title I, Title III, EIA, Competitive Grants
b) Develop a consistent intervention entry/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts students need to access grade level ELA standards successfully	Director of Curriculum, EL Coordinator, Reading Intervention Teachers May 2011-June, 2016	Substitute Costs Duplication Costs	$95 per day	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Continue to provide ongoing staff development for Reading Intervention Programs	Director of Curriculum, EL Coordinator, Teachers August 2011- June 2016	READ 180 Training Fees, Substitute costs	$12,000	Title III, EIA, Title I
d) Teacher lesson plans will make explicit reference to the standards being taught	Principals, classroom teachers May 2011-June 2016	No additional related costs	N/A	N/A
e) Implementation of curriculum such as *Ed Mark* and *Reading Mastery* for students in self-contained environments who are reading below grade level.	Special Education teaching staff July 2011-July 2016.	Cost of purchasing materials and staff training.	$2000	Special Education Fund
3. **Extended learning time:**				
a) SDUHSD will offer summer Reading Intervention Programs that develop language and reading skills.	Summer School Principal, Teachers July 2011-June 2016	Summer school teacher salaries/benefits	$12,000	Title I, Title III

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Middle and High Schools will offer double periods of reading for students in need of intensive reading intervention.	Director of Curriculum, Principals, EL Coordinator and Director of Special Education July 2011-June 2016	No Extra Cost	N/A	N/A
c) High Schools will provide California High School Exit Exam (CAHSEE) remediation classes and/or additional instructional support opportunities for students who have failed or are in danger of not passing the CAHSEE	Director of Curriculum , EL coordinator, Principals August 2012-June 2016.	Salary and Benefits	$10,000 Annually	Title I, Title III, EIA, General Fund
d) Tutorial sessions will be offered before, during and after school for all students who are struggling in all academic areas	Principals, EL Coordinator July 2011-June 2016	Stipends and hourly teacher salaries	$3,000	Title I, General Fund
e) Extended School Year and Supplemental Instruction to address student specific reading deficits.	SpEd Admin, credentialed SpEd & general education staff. July 2013-June 2016.	Hourly teacher salaries.	$10,000	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: a) Continue to use PLATO as an alternative online learning program throughout all four of the district's high schools	Director of Curriculum, Director of Technology July 2011-June 2016	Cost of PLATO licenses, teacher salaries and benefits	$1000 per site	General
b) Train all administrators and teachers on how to effectively use Data Director as a tool to inform instruction, monitor student academic progress and analyze the effectiveness of academic interventions.	Director of Curriculum, All District Administrators July 2011-June 2016	Cost of Data Director trainings	$12,000	General
c) Teachers will be trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles	Principals, Teachers July 2011-June 2016	Substitute Costs	$95/day	General
d) SDUHSD will continue to develop and implement Career Technical Education (CTE) pathways that support the development of proficiency-level literacy skills.	CTE Coordinator, Principals January 2013-June 2016	Costs associated with substitute costs for PD	$2,000	General

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e) All students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs.	Teachers, Students, Principals July 2011-June 2016	Any costs associated with purchase of additional computers, software, etc.	$1000 per site	General
f) SDUHSD will continue to develop infrastructure to support the use of technology district-wide on a daily basis	Assistant Superintendent of Instruction, Directors, Principals July 2011-June 2016	Any costs associated with purchase of technology equipment	$200,000	District Bond, General Fund.
g) Assistive Technology and online- resources such as Bookshare.org to assist students with visual and processing deficits.	Assistive Technologist, Special Education Staff. June 2011-July 2016.	Any costs associated with purchase of, software and licenses etc.	$3000	Special Education Fund.
5. **Staff development and professional collaboration aligned with standards-based instructional materials:** a) District administrators will participate in AB430 training, with a module specifically devoted to reading	Associate Sup. of Instruction, Director of Curriculum July 2011-June 2016	Training Costs	$3,400 per participant	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Provide professional development focusing on designing and implementing lessons that allow for differentiation to meet the needs of each student	Executive Director of Curriculum, Principals July 2011-June 2016	Substitute Costs $95/day	$9,000	Title II
c) Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs	$95/day	General Fund
d) Provide professional development for administrators and teachers focusing on developing valid, reliable and useful common assessments, analyzing results and implementing interventions designed to improve student achievement	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs	$95/day	General Fund
e) The SDUHSD recognizes the need to make data driven decisions regarding student achievement. All teachers and administrators will use Aeries and Data Director to analyze data, create formative assessments, and make data driven decisions based on this information. Once identified, students will receive intervention and support strategies designed to meet their specific needs.	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs, Data Director Training costs	$95/day	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
f) Continue to implement a staff development program focusing on the continuation of improving technological proficiency for the novice, basic, intermediate, and experienced staff members.	Director of Curriculum, Principals July 2011-June 2016	Substitute costs for staff training	$2,000	General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Identify Key Communicators within the San Dieguito Union High School District community, including but not limited to: school foundations, parent-teacher organizations, businesses, civic and community organizations, non-profit organizations, clergy, non-parent community, senior citizens, etc.	Assistant Sup. of Instruction, Director of Curriculum, EL Coordinator, Director of Special Education July 2011-June 2016	No Additional related costs	N/A	N/A
b) Each school site will maintain a Site Council with staff, parent, and community representatives. Each council receives reports on overall assessment results in reading, and communicates the results to the entire school community. Site council provides input on how to improve school reading programs.	Principals, Site Council members July 2011-June 2016	Monthly meetings, mailing and duplicating costs	$1,500/site annually	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Create and publish a Superintendent's Annual Report providing information relative to district work and progress on annual initiatives and priorities.	Superintendent's Office Annually July 2011-June 2016	Duplicating and mailing costs	$200	General Fund
d) Parents of students enrolled in Reading Intervention programs will be invited to meetings to discuss assessment results and reading program, translation services will be provided as needed.	Director of Curriculum, EL Coordinator, Principals, Teachers, Parents July 2011-June 2016	Site costs to mail invitations and make follow-up phone calls	$500/site annually	General Fund
e) Parent of students with an IEP will be invited to annual meetings to review progress on reading goals.	Special Education Staff. June 2011-June 2016	No additional costs related.	N/A	N/A

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**				
a) Reading Intervention programs will be in place at all schools (7-12) to provide supplemental instruction to students below grade level in reading	Director of Curriculum, Principals, EL coordinator July 2011-June 2016	READ 180 site licenses	$195 per license	General Fund Title III
b) SDUHSD will articulate with its feeder elementary school districts to facilitate a smooth transition from elementary to secondary education	Assistant Superintendent, Director of Curriculum, Principals	No additional related expenses	N/A	N/A
c) Transition meeting for all incoming 7th grade special education students to determine need for Read 180 or System 44	Special education Staff. July 2011-June 2016	No additional related costs	N/A	N/A
d) SDUHSD will continue to articulate with local community colleges and universities to facilitate transition from secondary education to post-secondary education. District will continue to provide students with ROP/CTE classes articulated with community colleges	Director of CTE/ROP, Principals July 2012-June 2016	No additional related costs	N/A	N/A

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. **Monitoring program effectiveness:** a) Assessment data and API results will be used to monitor programs and drive changes in instructional practice when needed	Executive Director of Curriculum, Principals July 2011-June 2016	No additional related costs	N/A	N/A
b) Each school will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.	Director of Curriculum, Principals, Site Council July 2011-June 2016	No additional related costs	N/A	N/A
c) Teachers will regularly assess student's mastery of standards by examining student work; re-teaching as necessary	Teachers July 2011-June 2016	No additional related costs	N/A	N/A
d) Teachers will utilize the district developed entry/exit criteria for Reading Intervention programs to monitor student progress	Teachers, EL Coordinator July 2011-June 2016	No additional related costs	N/A	N/A

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e) Quarterly and Annual Review of IEP goals and services.	Required by Education Specialists. July 2012-June 2016	No additional related costs	N/A	N/A
9. Targeting services and programs to lowest-performing student groups: a) Students in grades 7-12 scoring below the 25th percentile in reading will receive intervention support in reading. Progress monitoring procedures will be in place to support timely exit from reading intervention classes, as students meet grade level reading requirements.	Principals, Director of Curriculum July 2011-June 2016	READ 180 site licenses	$195 per license	General Fund
b) Students in grades 11 and 12 who fail the ELA section of the CAHSEE will be provided with PLATO support and after school tutoring	Principals, Teachers, EL Coordinator July 2011-June 2016	Any additional PLATO licenses, Teacher Salaries and benefits	$5,000	Title I, Title III

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Ensure ELs, SWDs, and other students in lowest performing subgroups in 10th grade have access to before, during, and after school CAHSEE intervention in order to increase the CAHSEE passing and proficiency rates in ELA for all the subgroups. Executive Director of Assessment and Curriculum and site Principals will establish CAHSEE extended learning opportunities for subgroups based on site needs.	Executive Director of Curriculum, Principals, EL Coordinator September 2012-June 2016	Additional teacher salaries and benefits	$10,000	Title I, Title III, EIA, General Fund
d) The Special Education Department will create a team to evaluate the data of students with disabilities on both a programmatic/departmental level and the student level to ensure that students' programs match their needs	Director of Special Education July 2011-June 2016	Monthly meetings outside of normal contract day time.	$4,000	Special Ed Funds
e) Individual Reading Instruction delivered by non-district programs and staff	Sped Staff, Non-district staff. July 2011-June 2016	Contracted hourly rates; approx. $90-$120 per hour.	$20,000	Special Education Fund
f) All middle and high schools with LTELs will implement an Academic Language Development (ALD) course with focus on English 3D instructional routines. Course will be provided to LTELs until they meet the district reclassification criteria.	Executive Director of Curriculum, EL Coordinator, Principals August 2012-June 2016	PD, teacher salaries and benefits, substitute costs	$15,000	Title III, EIA

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
g) SDUHSD will purchase all the English 3D materials necessary to implement ALD course with LTELs. Materials will be purchased through Scholastic.	Executive Director of Curriculum, EL Coordinator August 2012-June 2016.	Materials costs	$14,000	Title III, EIA
h) District will provide schools with 1 or more ELD Resource Teacher. The ELD Resource Teacher will provide initial and on-going professional development and coaching to all certificated staff in the delivery of effective ELD instruction.	Executive Director of Curriculum, EL Coordinator September 2013-June 2016.	Resource Teacher Salaries and Benefits	$160,000	Title I, Title III, EIA
10. **Any additional services tied to student academic needs:** a) Staff development and provision of resources for best-practices and strategies to teach reading across the content areas.	Associate Superintendent of Instruction, Director of Curriculum, Principals, SDCOE July 2011-June 2016	Substitute Costs, Training Fees	Sub Costs @$95/day	Title I, Title III

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards.	Associate Superintendent of Instruction, Executive Director of Curriculum, Principals July 1, 2011- June 30, 2016	SDCOE-AB430 Training	$3,400 per participant	General Fund
b) Site administrators and Department Chairs will continue to work with teaching staff to assure that all courses are aligned to CA content standards	Principals, teaching staff, district personnel July 1, 2011- June 30,2016	Substitute costs for teacher, presenter preparation time	$95 per day sub costs	General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Continue to use data director to evaluate and analyze student achievement data to find areas of strength and weaknesses as they relate to student performance on standards based assessments in the area of mathematics.	Principals, teaching staff, EL coordinator, other district personnel July 1, 2010-June 30, 2016	Data Director fees and any ancillary materials purchased	Annual fees per student for use of Data Director	General Fund
d) Provide opportunities for all first and second year teachers to participate in the BTSA program	BTSA Coordinator, Site administrators July 2011-June 2016	Professional Development, BTSA	TBD	General Fund, BTSA
e) Review of fundamental level instruction to ensure students are accessing state content standards when appropriate.	Director of SpEd, Site Administrators, Dept Chairs. July 1, 2011-June 30, 2016	No additional costs related.	N/A	N/A
2. **Use of standards-aligned instructional materials and strategies:**				
a) Identify essential standards at each level of mathematics based on California State Standards (CST) and CAHSEE (backwards mapping)	Director of Curriculum, Math Dep. Chairs July 2011-June 2016	Substitute Costs	$95/day	General Fund Instruction

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Continue to develop district benchmark assessments to assess progress/mastery in mathematics	Director of Curriculum, Math Dep. Chairs July 2011-June 2016	Substitute Costs	$95/day	General Fund Instruction
c) Share best-practice strategies for teaching mathematics through the content areas	Director of Curriculum, Teachers, SDCOE July 2011-June 2016	Substitute costs	$95/day	General Fund Instruction
d) Teacher lesson plans in mathematics will make explicit reference to the standards being taught	Teachers July 2011-June 2016	No Extra costs	N/A	N/A
3. Extended learning time:				
a) Schools provide double periods of math for students in need of additional time on task (i.e Algebra Topics).	Principals, Math teachers July 2011-June 2016	Additional math sections if applicable	$12,000 per section	General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) High schools will offer CAHSEE Math intervention courses (PLATO) for all students who have not passed the math section of CAHSEE	Principals, Math teachers July 2011-June 2016	Additional PLATO licenses, Teachers salaries and benefits	$300 per license $12,000	General Fund, Grants
c) Extended School Year and Supplemental Instruction to address student specific math deficits.	SpEd Admin, credentialed SpEd & general education staff. July 2013-June 2016.	Hourly teacher salaries.	$10,000	General Fund
4. **Increased access to technology:** a) Train all administrators and teachers on how to effectively use Data Director as a tool to inform instruction, monitor student academic progress and analyze the effectiveness of academic interventions	Director of Curriculum, District Administrators, Teachers August 2011-June 2016	Training fees, teacher salaries and benefits	$10,000	General Fund
b) Teachers will be trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles	Director of Curriculum, Principals, Teachers August 2011-June 2014	Teacher salaries and benefits, substitute costs	$15,000	General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) All students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs.	Principals, Teachers July 2011-June 2016	No Extra costs	N/A	N/A
d) Continue to provide CAHSEE Math practice through PLATO online program	Principals, PLATO teachers July 2011-June 2016	Any additional licenses cost	$300 per license	General, Categorical Funds
e) Assistive Technology and online- resources to assist students with visual and processing deficits.	Assistive Technologist, Special Education Staff. June 2011-July 2016.	Any costs associated with purchase of, software and licenses etc.	$3000	Special Education Fund.
5. **Staff development and professional collaboration aligned with standards-based instructional materials:** a) Provide professional development focusing on designing and implementing math lessons that allow for differentiation to meet the needs of each student	Executive Director of Curriculum, Principals July 2011-June 2016	Teachers' salaries and benefits	Substitute costs at $95/day	General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Teachers will have regularly scheduled collaboration time to develop common assessments, analyze assessment results for each student and develop interventions to support underperforming students in math Note: In schools where collaboration time is not embedded into the bell schedule, administration will work with department chairs to establish collaboration opportunities through release days and/or after school meetings	Principals, Math Department Chairs, Teachers July 2011-June 2016	Salaries and benefits	$10,000	General Fund, Title I, Title III
c) Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student	Director of Curriculum, Principals, Teachers July 2011-June 2016	Substitute fees if applicable	$95/day	Title I, III
d) When the district adopts new standards-based mathematics materials, all teachers will participate in professional development related to their use.	Director of Curriculum, Principals, Teachers July 2011-June 2016	Substitute fees if applicable	$95/day	General Fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Each school site maintains a Site Council with staff, parent, and community representatives. Each site council receives reports on overall assessment results in mathematics, and communicates the results to the entire school community. Site council has input on how to improve school math programs.	Principals, site council members	Site council mailing and duplicating costs	$1,000 per site annually	SIP
b) Middle school parents are invited to Family Math Nights throughout the school year	Middle School principals, Math Teachers July 2011-June 2016	Site costs, duplication and phone calls	$500 per site annually	General Fund, Title I for Middle schools identified as Title I
c) Parent of students with an IEP will be invited to annual meetings to review progress on math goals.	Special Education Staff. June 2011-June 2016	No additional costs related.	N/A	N/A

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** e) District provides instructional support at all school sites (AVID Tutors) in all Sheltered Math courses	Director of Curriculum, EL Coordinator July 2011-June 2016	AVID tutors salaries and benefits	$16-20 per AVID tutor	Title III, EIA, Title I
f) All school sites offer Math tutoring during or after school hours	Middle and High School math teachers July 2011-June 2016	Teacher hourly	$34.45/hour	General Fund, Title I
g) Transition meeting for all incoming 7th grade special education students to ensure appropriate math placement.	Special education Staff. July 2011-June 2016	Required for educational specialists.	N/A	N/A
8. **Monitoring program effectiveness:** a) Assessment data and API results will be used to monitor programs and drive changes in instructional practice when needed	Executive Director of Curriculum, Principals July 2011-June 2016	No additional related costs	N/A	N/A

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Each school will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.	Principals, Site Council July 2011-June 2016	No additional related costs	N/A	N/A
c) Teachers will regularly assess student's mastery of math standards by examining student work; re-teaching as necessary	Teachers July 2011-June 2016	No additional related costs	N/A	N/A
d) Quarterly and Annual Review of IEP goals and services.	Required by Education Specialists. July 2012-June 2016	No additional related costs	N/A	N/A
9. **Targeting services and programs to lowest-performing student groups:** a) Students in grades 7-12 scoring below the 25th percentile in mathematics will receive intervention support. Progress monitoring procedures will be in place to support timely exit from math intervention classes, as students meet grade level math requirements.	Principals, Teachers July 2011-June 2016	No additional related costs	N/A	N/A
b) Students in grades 11 and 12 who fail the MATH section of the CAHSEE will be provided with PLATO support and after school tutoring	Principals, Teachers, EL Coordinator July 2011-June 2016	Any additional PLATO licenses, Teacher Salaries and benefits	$5,000	Title I, EIA, General fund

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Special Education Students will be offered CAHSEE Math support classes	Director of Special Education, Sp. Ed Teachers July 2011-June 2016	CAHSEE Math workbooks, Teachers' salaries and benefits	$5000	Special Ed funds
d) Ensure ELs, SWDs, and other students in lowest performing subgroups in 10th grade have access to before, during, and after school CAHSEE intervention in order to increase the CAHSEE passing and proficiency rates in Math for all the subgroups. Executive Director of Assessment and Curriculum and site Principals will establish CAHSEE extended learning opportunities for subgroups based on site needs.	Executive Director of Curriculum, Principals, Intervention Coordinator July 2012-June 2016	Additional teacher salaries and benefits	$10,000	Title I, Title III, EIA, General Fund
e) AVID tutors will provide additional instructional support for English Learners in Sheltered Math Courses and in Math courses where EL students are clustered with Mainstream students	Curriculum Director, EL Coordinator August 2011-June 2016	AVID tutors salaries and benefits	$16-20/hour	General Fund, Title III

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
f) The Special Education Department will create a team to evaluate the data of students with disabilities on both a programmatic/departmental level and the student level to ensure that students' programs match their needs	Director of Special Education July 2011-June 2016	Monthly meetings outside of normal contract day time.	$4,000	Special Ed funds
10. Any additional services tied to student academic needs:				

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

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

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

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 	
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 	
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 	
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 	
▪ meeting the annual measurable achievement objectives described in Section 3122;
▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
 	
d. Describe how the LEA will promote parental and community participation in LEP programs.
	Area A: Program Description
	
	The San Dieguito Union High School District English Learner Program is an organized, content-based, culturally sensitive program of instruction in which participating students designated as English Learners (primary language other than English) receive English-as-a-Second Language courses and specially designed academic instruction in courses required for graduation. The district currently provides its grade 7-12 English Leaner students basic daily instructional services through the following program options:
	
	    1) Mainstream English classes
	    2) Structured English Immersion (SEI) classes
	    3) Bilingual classes*
	
	*Participation in bilingual classes is based upon parental waiver requests. Parents are informed of their options upon enrollment.
	
	English Language Mainstream (ELM): Students in grades 7-12 who have been assessed on the California English Language Development Test (CELDT) and have been found to be at "reasonable levels of fluency in English" (CELDT levels 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 	
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 	
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 	
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 	
    ▪ meeting the annual measurable achievement objectives described in Section 3122;
    ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
    ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
 	
d. Describe how the LEA will promote parental and community participation in LEP programs.
	Structured English Immersion (SEI): Students in grades 7-12 who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" (CELDT levels 1-3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the student's levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.
	
	==Students enrolled in ELM and SEI settings also receive additional support classes (ALD, System 44), as needed to accelerate their language proficiency and to develop more sophisticated academic language.==
	
	District Title III funds will be used to provide the following supplemental activities to targeted EL students:
	
	➢ Hire highly qualified personnel
	➢ Hire AVID College students for classroom support
	➢ Provide tutorials (before and after school hours) targeting EL students
	➢ Purchase supplementary materials
	➢ Offer Intervention programs (during the school day)
	➢ Offer summer school targeted to specific EL student needs
	➢ Provide ongoing professional development and coaching to teachers and support staff

1. **(Per Sec. 3116(b) of NCLB, this Plan must include the following:**

a. **Describe the programs and activities to be developed, implemented, and administered under the subgrant;**

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

c. **Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:**
   - **meeting the annual measurable achievement objectives described in Section 3122;**
   - **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**
   - **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**

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

Area B: Measuring Student Achievement

The San Dieguito Union High School District has set the following annual goals for EL students in the area of ELD, reading/language arts and mathematics. ELD growth is measured by the California English Language Development Test; reading/language arts and math are measured by the California Standards Test.

CELDT Level	Beg.	Early Interm.	Intermed.	Early Advanced	Advanced	REFP
Timeline toward Redesignation, Level at initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
					1st year	2nd year
CST ELA	FBB	FBB	BB	B	B	Proficient
CST MATH	FBB	FBB	BB	B	B	Proficient

FBB =Far Below Basic   BB=Below Basic B=Basic   RFEP= Redesignated Fluent English Proficient

In addition, the SDUHSD has set the following interim goals for EL learners:

ELD Progress on ELD standards Mastery:
  ➢ Measured by district ELD performance check list and end of chapter quizzes in adopted textbooks

ELA Progress in Academic Vocabulary Development and Reading Comprehension:
  ➢ Measured by local benchmark assessments, teacher developed standards-based assessments

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

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

   ▪ **meeting the annual measurable achievement objectives described in Section 3122;**
   ▪ **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**
   ▪ **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**

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

ELA Progress in Writing:
➢ Based on grade level writing application standards, as measured by district writing prompts (annually)

ELD Mathematics Progress in Concept Attainment:
➢ Measured by district quizzes and grade level performance tasks (each semester)

District Title III funds will be used to assist EL students meet these measurable objectives by:

➢ Paying stipends to teachers to further develop standards-based interim assessments in ELD, ELA and Math
➢ Paying substitute costs to teachers to develop local benchmark assessments that monitor student progress in ELD, ELA and Math.
➢ Develop interventions for EL students who are not making adequate progress on local benchmark assessments
➢ Purchase supplemental materials to assist with intervention materials
➢ Hire appropriate personnel to provide intervention programs
➢ Provide on-going professional development and coaching to teachers to provide high-quality, standards based instruction in ELD, ELA, and Math to EL students
➢ Provide Data Director professional development to all administrators, teachers and district staff to provide disaggregated data to all schools on student academic growth and progress toward benchmark assessments

For Additional information on how SDUHSD is supporting EL students to meet federal and state achievement targets, see Title III PI Addendum Plan completed on March 1, 2013.

1. **(Per Sec. 3116(b) of NCLB, this Plan must include the following:**
 	
 a. **Describe the programs and activities to be developed, implemented, and administered under the subgrant;**
 	
 b. **Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;**
 	
 c. **Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:**
 	
   ▪ **meeting the annual measurable achievement objectives described in Section 3122;**
   ▪ **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**
   ▪ **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**
 	
 d. **Describe how the LEA will promote parental and community participation in LEP programs.**
	Area C: Accountability
	
	 The SDUHSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and Math. To ensure that EL students are making satisfactory progress towards the local benchmark assessments and annual goals, the SDUHSD employs the following monitoring process:
	
	 At the School Sites:
	 ➤ All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated regularly, and accompanies the students as he/she changes schools.
	
	 ➤ A district EL Coordinator gathers and monitors EL student records, coordinates EL testing, advises teachers and principals about EL student placement and groupings, monitors EL student progress, and is a liaison for the teachers, ELAC and DELAC committees and principals.
	
	 ➤ Each Single Plan for Student Achievement addresses the language and academic needs of the EL students.
	
	 ➤ Principals monitor EL student placement in classes and groupings, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, schedules and attends ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.
	
	 ➤ EL coordinator holds regular meetings with site principals to discuss district and site level plans for language and academic instruction of EL students
	
	 ➤ At any time that difficult issues arise at the district school sites regarding program implementation, the Associate Superintendent of Instruction and the district EL Coordinator visit the school, meet with administrators, and take necessary actions

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

   ▪ **meeting the annual measurable achievement objectives described in Section 3122;**
   ▪ **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**
   ▪ **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**

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

➤ The district EL Coordinator holds quarterly meetings with site EL leads to discuss issues regarding EL program implementation

➤ As state and end of year assessment results are received, they are distributed to sites for study, district and site administrators and EL coordinators meet to review the data and determine if EL students met their annual yearly progress goal based on the length of time in the district's language program.

➤ The Associate Superintendent of Instruction and district EL Coordinator make an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.

District-wide professional development is provided for administrators and certificated staff in the following areas:

➤ EL Master Plan
➤ Effective ELD and SDAIE strategies
➤ ELD and Long Term English Learner Institutes
➤ Standards-based instructional planning for ELD, ELA and Math

Title III funds will be used to pay stipends or substitute costs for the EL site coordinators to collect records, coordinate testing, work with teachers after school and attend district EL meetings.

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

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   ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);

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

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Area D: Community Involvement

The SDUHS District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools currently have written parent involvement policies and EL parents are involved in developing site plans. All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training is offered for DELAC parent leaders and members. Adult literacy, ELD, and citizenship classes are provided for parents and community members (i.e. PIQE, Adult Education program, Plaza Comunitaria program).

Title III funds will be used to :

➢ Build capacity for strong parent involvement through technical assistance that will be made available for planning effective parent involvement and coordinating with other programs.

➢ Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.

➢ Provide stipends for teachers to work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement.

➢ Provide classes for parents to develop skills, techniques, and strategies to assist their children at home (PIQE).

➢ Enable a training program for administrators and teachers on how to ensure that all communications that are sent home will be translated into the major languages represented at the sites.

➢ Establish a bilingual web site for the District, with links to the schools that provides updated information on meetings, data, summer school information, etc.

➢ Provide oral translation for every advisory meeting and parent conference at both the District and site level.

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a. **Describe the programs and activities to be developed, implemented, and administered under the subgrant;**

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

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

   - **meeting the annual measurable achievement objectives described in Section 3122;**
   - **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**
   - **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**

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

➢ Provide "silent" oral translating machines for use at District meetings and at school sites.
➢ Hire staff to make phone calls to parents, provide transportation to meetings, and offer childcare.

The SDUHSD currently offers daily ELD and SDAIE instruction in the core academic subjects in its SEI and ELM programs for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place, with close attention paid to the achievement of your AYP goals.

ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. EL students in grades 7-12 receive at least one period daily of ELD and use NGSP and Hampton Brown's "EDGE" materials. ELD is taught by a qualified teacher. Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EL students at less than reasonable fluent in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher.

Title III funds will enhance the current instructional program for EL students by providing:

➢ Release time for teachers of EL students to meet by ELD level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessment

➢ Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series

➢ Planning time over the summer for teachers and coaches to develop ELD materials that connect to state-adopted ELA series that will "frontload" vocabulary, concepts, and language functions for EL students so that they will be more successful in English reading.

1. **(Per Sec. 3116(b) of NCLB, this Plan must include the following:**	➤ Summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects
a. **Describe the programs and activities to be developed, implemented, and administered under the subgrant;**	➤ Intervention programs, offered by specially trained teachers, that provide additional support for newly arrived EL students and /or EL students designated as at-risk of not meeting benchmarks or of retention.
b. **Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;**	In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title II funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of :
c. **Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:**	➤ Knowledge of meta-cognitive and meta-linguistic skills through which EL students are taught
▪ **meeting the annual measurable achievement objectives described in Section 3122;**	➤ The ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socioeconomic , cultural, and linguistic diversity within the school community
▪ **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);**	➤ Strategies to identify potential interference between primary language and English
▪ **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**	➤ Vast repertoire of strategies for literacy instruction
	➤ "scientifically-based, research-based best practices" for reading comprehension
d. **Describe how the LEA will promote parental and community participation in LEP programs.**	➤ The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking

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

- meeting the annual measurable achievement objectives described in Section 3122;
- making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
- annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);

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

➢ An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices

➢ the ability to design and implement formal and informal assessment

➢ the ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction

The Professional Development plan will provide extensive, on-going training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, California content standards, district standards-based curricula and adopted materials, and standards-based instruction and materials. Title III funds will be used to hire staff developers, pay stipends to teachers, and /or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as :

➢ SDAIE

➢ ELD Institutes

➢ Cultural Diversity

➢ Anti-bias training

➢ Use of adopted ELA/ELD materials

➢ Effective instructional practices for culturally diverse students

➢ Communicating with linguistically and culturally diverse parents

➢ Balanced literacy

➢ Student-involved classroom assessments

➢ Learning communities training

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    ▪ **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);**
 	
d. **Describe how the LEA will promote parental and community participation in LEP programs.**
	➢ Project WRITE
	
	➢ Thinking maps
	
	➢ AB 430 training for principals
	
	➢ Curriculum planning
	
	➢ ELD/ELA connections
	
	➢ Differentiated instruction
	
	➢ Grouping Models
	
	➢ Standards-based lesson planning, backward mapping design
	
	➢ Subject matter projects
	
	In addition to providing a series of trainings in which teachers of EL students will learn new strategies, and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, teachers will be provided the opportunity to attend the CABE(California Association for Bilingual Education) conference where the most current research, strategies, and materials will be presented and discussed.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	**4. Upgrade program objectives and effective instruction strategies.**	**Yes**	**If yes, describe:** As part of the SDUHS District's Title III program, a 7-12 ELD Curriculum Committee will meet to : ➢ Evaluate academic course content ➢ Adopt supplementary materials ➢ Review intervention programs ➢ Develop intervention curricula ➢ Develop local standards-based assessments ➢ Review disaggregated data ➢ Evaluate student progress ➢ Determine the efficacy of programs for EL students These meetings will provide an opportunity for district-wide articulation and ensure consistency and coordination. A District Curriculum and Instructional Leadership Team will meet monthly to review and coordinate all site and district programs and develop plans to upgrade program objectives and effective instructional strategies. Title III funds will also be used to provide stipends for committee members to attend meetings after school and to provide for substitutes if release time is needed for committee members.

			Yes	**If yes, describe:**

Allowable Activities	**5.**	**Provide –**
		a. tutorials and academic or vocational education for LEP students; and
		b. intensified instruction.
				The SDUHS District will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re-designation and graduation criteria. Specific areas of focus include improvement in reading fluency, reading comprehension, word analysis, and vocabulary development. The Intervention program is designed to support and compliment the students' regular English Language Arts/English Language Development and core content instructional program. In addressing the need of the identified students, the Title III Intervention program will us consistent systematic instruction to :
				  ➢ Provide intensive and extensive opportunities to read
				  ➢ Acquire new knowledge and vocabulary through reading and writing
				  ➢ Engage in meaningful reading and writing
				  ➢ Do expository, narrative, response to literature and persuasive writing(based upon grade-level ELA standards and grade-span ELD standards)
				Research-based best practices and common characteristics of highly effective intervention programs form the basis for this program. These include:
				  ➢ Small classes, with small group or individual instruction (Cooper et al 2000)
				  ➢ Creative instruction (White and Johnson 1999)
				  ➢ High academic expectations and a clear academic focus (Ascher 1988)
				  ➢ Specific interventions and curriculum for teachers designed to meet identified student needs (White and Johnson 1999)
				  ➢ Sufficient time for advance planning (Ascher 1988)
				  ➢ Careful design and planning, which establishes clearly defined needs and goals (Planning and Evaluation Services)
				In order to encourage independent reading for pleasure and academic advancement, the EL students will have access to an extensive collection of materials at appropriate reading levels. Students will read daily and parents will be provided with a reading list reviewed at the District English Learner Advisory Committee (DELAC) meeting.

6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe:

Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs:

- Current, existing intervention programs
- English Language Acquisition Program (ELAP) for grades 7-8
- Pupil promotion and retention program- Intensive Intervention Learning Plan
- Site tutoring programs
- AVID
- AP classes
- School to Career Program
- Career Technical Education (CTE) Pathways
- Migrant Education
- Special Education

	7. **Improve the English proficiency and academic achievement of LEP children.**	**Yes**	**If yes, describe:** The SDUHS District plans to develop and implement an English Learner Individualized Plan that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. Title III funds will be used to develop the curriculum and assessments for this program. SDUHSD will use a revised Catch-up Plan to monitor English Learners in English Proficiency and relevant academic areas to inform instructional delivery and referral to academic interventions. In networks sponsored by the SDCOE (Bilingual Directors, LTELs network, etc), SDUHSD staff meets regularly with EL staff from other districts to dialogue, collaborate, and research programs in order to improve the SDUHSD EL program.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. **Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –** o **To improve English language skills of LEP children; and** o **To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.**	**Yes**	**If yes, describe:** As part of the District Strategic Plan the SDUHSD has put an increased emphasis on implementing effective parent involvement strategies across the district. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District offers the following classes and program to parents of EL children: ➢ Health Services information meetings with Migrant Education program ➢ Parent education classes ➢ Adult literacy-Plaza Comunitaria Classes ➢ Working with your child at home ➢ Parenting and communications skills ➢ Usted Como Padres series through SDCOE ➢ Monthly parent meetings (ELAC and DELAC) ➢ Parent workshops on ELD proficiency descriptors ➢ Parent workshops on effective communication, family engagement and effective discipline. All class instruction and materials will be translated into the primary language of the parents. Childcare will be provided at most meetings/classes. As often as possible, classes are held in the neighborhood of the attending parents.

9. Improve the instruction of LEP children by providing for –
  o The acquisition or development of educational technology or instructional materials
  o Access to, and participation in, electronic networks for materials, training, and communication; and
  o Incorporation of the above resources into curricula and programs.
	Yes	**If yes, describe:**
		
		The SDUHS District currently provides a ratio of 3 computers to each student at the high school level and 2.5 computers to each student at the middle school level. Each site employs a Technology Resource Teacher who works with all students to develop technology skills and follow the District's Technology standards and expectations. A computer loan program has been established to provide low income families access to technology within their homes.
		Title III funds will be used to develop a website for the District's EL Department that will provide links to appropriate personnel at each school site. Information included on this site will include listings of :
		
		 • Adult ELD classes
		 • Parent orientation classes
		 • Other parent education classes
		 • Program descriptions of services offered at each site
		 • Information about parent rights
		
		The district website will be made available in Spanish, as well as English.

10. Other activities consistent with Title III.	**Yes or No**	**If yes, describe:**

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

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

Required Activity
 	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
	Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information- see attached sample letter:
	  a. The reason for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
	  b. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and /or other academic information, GPA, and results of other district assessments).
	  c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.)
	  d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences.)
	  e. How this program design helps their child learn English (emphasis on ELD component, training of teachers.)
	  f. Specific exit requirements (what is the re-designation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.)

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

	g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	
	h. information pertaining to parental rights that includes written guidance detailing –
	   i. the right that parents have to have their child immediately removed from such program upon their request; and
	   ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
	   iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
		g) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.
		h) Parental rights (to withdraw from the program but not the services) and to choose a different program, see attached sample letter.
		
		Title III funds will be used to hire bilingual personnel (counselor, Instructional Services Specialist (ISS) at the district and site levels who will be available to parents to ensure full understanding of this information.
		
		While the student is being assessed, the parents receive a personal, private interview with a bilingual counselor/ISS. At this time they will receive a detailed explanation of the procedures and EL program placement options. When testing is complete, parents receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.
		
		Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing, of their child's scores (report cards) and any changes in program or classification.
		
		Monthly site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	In addition to parent notification of assessment results and program participation. Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services. Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school are designed to provide translated information to parents. A bilingual assistant is available for individual mini conferences with parents with concerns or questions. Upon registration, parent and student will receive a detailed program review as to required classes and procedures for student placement. Upon initial assessment, parents will receive score interpretation with a suggested program placement based on past academic performance, current CELDT scores and parent input. A complete and detailed description of student placement will be offered along with parent waiver. Monthly ELAC and DELAC meetings will focus on continuing information for parents pertaining to program participation and any time. For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	IF the SDUHSD fails to make adequate yearly progress, as set for the CDE and federal guidelines, all parents will be notified of such failure in writing, in a language they understand no later than 30 days after such failure occurs. The EL Coordinator, bilingual counselors and staff will be available to answer any questions parents may have an to inform them of their right to choose another school within the local geographic region. More than one meeting will be held for all parents to explain AYP and the lack of school progress options. Childcare and translation will be provided.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes**	**If yes, describe:** Title III funds Immigrant funds will be used to provide PIQE (Parent Institute for Quality Education), an extensive, 9 week program of parent outreach and training. These sessions will be conducted in Spanish and provided at various locations throughout the District. Childcare will be provided. Additional parent classes will include: ➢ Adult English as a Second Language ➢ Adult primary language literacy ➢ Citizenship classes ➢ Family Literacy and Family Math Programs will be monitored through parent participation, evaluation forms, and increased participation in school events and activities.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes**	**If yes, describe:** Title III funds will be used to provide extensive professional growth opportunities for all teachers, administrators, and support staff that work with immigrant students. A needs assessment will be administered to those working with the newcomer students to determine topics to target. Workshop topics may include: ➢ ELD for beginners ➢ Differentiation of instruction ➢ Balanced literacy ➢ Literacy in the academic content areas ➢ Diversity and Tolerance training

		Yes	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes**	**If yes, describe:** Title III Immigrant funds will serve the immigrant student population at large; however, a District and community needs assessment indicate that he dramatic rise in academic failure and drop-out numbers among immigrant students make it crucial to target a subgroup of these students that have been designated as most highly at-risk and provide them focused, individualized, intensive intervention support program. The District will identify a cohort of the most at-risk immigrant students and provide tutorial and mentoring support for them. AVID students from Mira Costa College, UCSD and CSUSM will provide tutoring. UCSD will provide the mentoring support. The bilingual counselor/IS Specialist will be responsible for the process of managing and processing the identification of immigrant students and matching them with appropriate tutors and mentors. Tutors and mentors will collaborate closely with the classroom and interventions teachers of the identified students to correctly focus instruction and support.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes**	**If yes, describe:** Standards-based curricular materials, including educational software, will be identified for use in the implementation of the Title III Immigrant plans as described in #1, #2, #3, #5, # 6 and #7. Program funds will be used to purchase these materials. Computers will be loaned when necessary to provide equal access for the EL immigrant students.

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes**	**If yes, describe:** Using Data Director, schools that are impacted with immigrant students will be identified. Upon identification, a needs assessment will be conducted and needs will be prioritized so that Immigrant funds will be utilized to ensure that the highest priority needs are met. The District will implement a "Newcomer Unit" at each site, which includes the following objectives for students: ➢ Acquire sufficient English listening, speaking, reading and writing skills (at the intermediate level of fluency, as measured by the CELDT) to be able to participate successfully in the District's SEI programs ➢ Develop sufficient literacy skills in the primary language to foster conceptual development as the foundation for cognitive learning as well as to enhance the future development of English literacy ➢ Develop study skills necessary to perform successfully in their new school environment ➢ Develop an understanding and appreciation of their new cultural environment
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes**	**If yes, describe:** A joint ELD and History /Social Science Curriculum Study Committee, at the site level, will meet to discuss Newcomer Unit and develop additional standards-aligned curriculum targeting and introduction to American Culture, History, and Government course. Teachers and instructional assistants will receive training on specific course/program implementation and strategies for meeting the needs of immigrant students.

	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes**	**If yes, describe:**
Allowable Activities			Successful changes in youth behavior and academic success require that parents be aware of and understand how they can reinforce the school's effort at home. The Title III Immigrant funds will develop parental involvement through: ➢ Individual meetings with staff to discuss identified students' progress ➢ Adult English as a Second Language and parenting classes ➢ Activities with immigrant children and their parents designed to promote parent empowerment ➢ Family/student counseling ➢ Monthly parent meetings The bilingual district secretary will serve as a liaison between parents, students, schools, and community agencies. The bilingual secretary will work with the District EL Coordinator, to arrange monthly parent meetings, to be offered in the target languages at different locations, as well as at different times of the day and year to accommodate parents' needs and schedules. A 24 hour bilingual hot line is available at each school site. As needs are identified, families will be provided support services through the collaboration of the following services: ➢ District EL Department ➢ CBET ➢ Catholic Charities ➢ The Hispanic Network ➢ Migrant Education Office- SDCOE North County Satellite Office In addition, through periodic monitoring of students' academic and behavioral progress, as well as the level of parental involvement, the Title III staff will ensure that immigrant families in need of services are assisted and that their children are making significant progress towards meeting grade-level Standards.

Performance Goal 3: *By 2013-14, all students will be taught by highly qualified teachers.*

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

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

STRENGTHS	NEEDS
➢ SDUHSD has a strong BTSA Induction program, which supports the professional growth of new teachers in research-based instructional strategies. ➢ Membership in North County Professional Development Federation (NCPDF) a local SDCOE partnership, which secures consortia rates for outside speakers/professional development providers. ➢ Excellent Collaborative relationship with San Diego county Office of Education (SDCOE). ➢ Associate Superintendent of Educational Services will continue to host meetings with elementary Associate Superintendents to discuss curricular issues that impact the high school district.	➢ Structured teacher collaboration time ➢ Monitoring of Instruction and instructional practices ➢ Common Benchmark assessments for all core and ELD classes at middle and high school levels ➢ On-going professional development in the implementation of computer-based reading, math and English/ELD intervention programs that are differentiated to meet individual student needs. ➢ Middle and high school teachers who teach sequential courses will be provided collaboration time to identify the content knowledge and essential skills necessary to be successful at the next level

Areas of focus for 2011-2012 are:

• Math sequencing – to ensure incoming middle school students are best prepared to successfully complete algebra in the eighth grade

• Timely transfer of accurate student demographic and academic information

• Identifying literacy skills necessary to be successful in core academics

➢ Highly qualified Education Specialists with the necessary authorizations to serve a wide variety of students with disabilities.

➢ A wide variety of district based programs to service various student profiles.

➢ High qualified and competent school psychologists and speech pathologists.

➢ Ample opportunities for parents and staff to participate in NCCSE trainings.

➢ Provide back to school in-services (before the start of school each year) that will be dedicated to reviewing and analyzing California Standards Tests, California High School Exit Exam and Advanced Placement results

➢ Develop common site-based formative and summative assessments in all academic subjects

➢ Continue to ensure the curriculum of academic support programs (e.g. AVID, Academic Literacy, Study Island) align directly with content covered in core content areas

➢ Special education BTSA Support Providers.

➢ Non-Public Alternatives (NPA) to serve students within the district instead of contracting out.

➢ Formalized Child Find and SST procedures for early identification and interventions of at risk or struggling students.

Performance Goal 3: *By 2013-14, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
SDUHSD conducts yearly professional needs assessment of teachers and principals in relation to criteria for highly qualified professional development. School and district professional development goals are created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be selected based on staff strengths and needs in relation to student achievement results	Associate Superintendent of Instruction, Director of Curriculum, Leadership Team July 2011-June 2016	Cost of conducting needs assessment survey	$500	Title II-Part A
SDUHSD has developed leadership groups to develop district wide interventions and protocol surrounding disproportionality, child find measures, and the SST process.	Director of Special Education, SpEd and Gen Ed Staff	Costs of staff training	$300,000	15% of IDEA-CEIS Funding

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The Director of Curriculum and Assessment will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. <mark>Special attention will be paid to those topics that have the greatest impact on teacher's ability to accelerate the learning of student in the lowest performing groups</mark>. The goal will be to design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. Professional development resources will be concentrated where they are needed most. The main focus of the professional development activities will be on improving student achievement.	Associate Superintendent of Instruction, Director of Curriculum, Leadership Team July 2011-June 2016	Teacher Stipends, Hourly	$5000	Title II-Part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: At SDUHSD there is a considerable achievement gap between English fluent students and English Learner students. One broad reform strategy across the district is to have teachers and administrators acquire the necessary strategies for improving the academic achievement of our English Learner students as a regular part of professional development. English Learner professional development will include strategies that focus on the following: ➢ Explicit English Language Development lessons for English Learners. ➢ Identifying behaviors and strategies needed to accelerate our students at the Intermediate level of English language proficiency. ➢ Using benchmark assessments and English Language Development standards to plan and monitor instruction. ➢ Developing students' ability to use reading and writing as a tool for learning.	Associate Superintendent of Instruction, Director of Curriculum, Leadership Team July 2011-June 2016	Teacher Stipends, Hourly	$5000	Title II-Part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The SDUHSD Professional Development team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. PD activities will be designed to help all teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations. Classroom management, interventions, working with student's families, and other topics required by funding sources will be addressed within the context of ensuring all students meet or exceed State content and academic achievement standards.	Associate Superintendent of Instruction, Director of Curriculum, Leadership Team July 2011-June 2016	Teacher Stipends, Hourly	$5000	Title II-Part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:				
SDUHSD will provide professional development opportunities in the following areas: a) Identifying essential learning and performance objectives b) Developing valid, reliable and meaningful common assessments where the data can be used to monitor student growth within a subject c) Analyzing assessment results that inform classroom instruction and help students better understand their academic strengths and areas in need of improvement d) Curricular development designed to ensure essential learning and performance objectives are attainable. This process will require professional development opportunities be offered in the areas of backwards lesson design, differentiating instruction to ensure academic needs are met for each student and curricular mapping e) Principal's professional development will combine the leader roles in supporting standards implementation, and addressing the diverse needs of students, particularly students in the lowest performing groups in the district.	Director of Curriculum, All Certificated teaching staff, Principals July 2011-June 2016	Trainers and presenters fees if applicable, teacher stipends, hourly salaries	$6,000	Title II-Part A General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: The SDUHSD professional development team will ensure that all teachers are trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles. a) Teachers will increase access to technology to enhance academic programs. b) Create electronically published projects allowing the students to communicate ideas and opinions with creative and interactive media. c) Create spreadsheets in order to manipulate data, create graphs, analyze information, and explore concepts. d) Locate, retrieve, and evaluate information available on the Internet, and incorporate into a variety of research projects and papers. e) Utilize courseware specific to each content area to present and reinforce concepts.	Associate Superintendent of Instruction, Director of Curriculum, Leadership Team, Technology Director July 2011-June 2016	Teacher Stipends	$5000	Title II-Part A Title II-Part D

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): At SDUHSD, all students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs. In addition: a) The district will distribute courseware and video projectors throughout classrooms for student use. b) The computer component lab in the media center will be equipped with Interactive White Board technology. c) Students will practice and demonstrate proficiency in the creation of teacher-directed, student-selected research projects and activities. Mastery of such skills will give students the option to incorporate an electronic component as part of any project. d) Students will be able to store and retrieve information from their classrooms and the media center on the local area campus network. e) Through the use of technology, students will improve their abilities to gather and present information and ideas, thereby increasing their abilities in technology and information literacy.	Director of Curriculum, Director of Technology, EL Coordinator, Teachers July 2011-June 2016	Substitute costs for teacher trainings, Software Licenses, Software upgrades	$8000	Title II-Part D, General Fund, Competitive grants

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: The SDUHSD Professional Development Committee is comprised of teachers, principals, AVID tutors, and parent representatives as well as district human resources and curriculum and instruction staff. Representatives are selected from the range of school levels and communities served by the district. The district's Leadership Team includes principals from every school in the district, as well as district-level Directors, Coordinators, Assistant Principals, Associate Superintendents, and the Superintendent. Together these two groups, under the guidance of the Associate Superintendent of Instructional Services, will conduct an annual needs assessment and establish professional development goals that are tied to improving: ➢ Teachers and Principals knowledge and skills ➢ Organizational support for improved teaching and learning ➢ Student achievement The ultimate goal is to design/select professional development activities and strategies that will improve teaching, and student achievement across the district	Associate Superintendent of Instructional Services, Director of Curriculum, EL Coordinator, Principals, Teachers, July 2011-June 2016	Teacher stipends for committee participation	$500/year per district committee member	Title II-Part A

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

9. How the LEA will provide training to enable teachers to:
    □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
    □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
    □ Involve parents in their child's education; and
    □ Understand and use data and assessments to improve classroom practice and student learning.
 	
At SDUHSD, school sites provide collaboration time through regularly scheduled meetings.   Educational Services will fund teacher release time to focus on identifying essential learning outcomes and performance objectives, developing common assessments, analyzing assessment results, and developing interventions to provide support to all students. Staff development days also includes planning for addressing diverse student needs, student behavior management, and working with families (i.e. Beyond Diversity, GATE professional development, Equity and Excellence Training, BTSA, and SDAIE strategies for English Learners).
	Director of Curriculum, Teachers, EL Coordinator
	July 2011-June 2016
		Substitute Costs, SDAIE training fees	$12,000	Title II-Part A, GATE

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: In order to meet effectively the goals of the District's Strategic Plan and to support the District's instructional program, the associate superintendent will build the capacity of the Human Resources Division to provide the highest quality workforce district-wide. All teachers within the SDUHSD meet the criteria of "highly qualified"; therefore no funding will be used at this time under this subpar. Should the definition, which is pending federal approval, change this status, the plan will be adjusted to reflect compliance with the new definition.	Associate Sup. of Human Resources	No additional related costs.	N/A	N/A

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

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

STRENGTHS	NEEDS
The district's Strategic plan clearly outlines its vision for a safe, clean environment. The district has in place a uniform and consistent program with all ten schools to ensure clear and consistent interpretation of our student discipline policy. Activities that foster a positive school climate are provided through student reward assemblies, Challenge Days and other events. New teachers have enhanced opportunities to develop their classroom management skills through the BTSA program. Parents are provided with regular information through the "Annual Notification" document, site newsletters, site and district Facebook pages and district Twitter messages.	While the district has adopted new science-based programs dealing with violence, drugs and alcohol, these programs need to be implemented. Continue to implement regular communication and meetings with feeder elementary districts in the areas of achievement, school choice, safety, and placement, and help our elementary community feel safe, welcome, and informed. Continue the development of alternatives to suspension and incentives for students to participate in intervention programs.

Student absence records and truancy is tracked though the student data system and early intervention is provided though conferences with guidance counselors/administrators, School Attendance Review Team (SART) meetings and School Attendance Review Board (SARB) meetings. Student Study Teams at every site provide a multidisciplinary panel to discuss students with academic, social or emotional problems.	

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

ACTIVITIES
Student councils are evident on every campus. They provide meaningful experiences for student participation in the decision making at each site. Peer counselors (PALs) provide support for students at San Dieguito Academy and Torrey Pines High School. PALs are trained to address a wide variety of student issues including preparation for entering college or work after graduation. District-wide support for site involvement in Red Ribbon Week including a variety of activities and assemblies. Character education programs are implemented at all middle schools. Peer mediators are trained yearly in conflict resolution and peer mediation at all middle schools. A broad range of before and after-school programs will operate within the district that engage students with a variety of needs and interest; these include homework center, tutoring, athletic activities, drama, music, journalism, environmental clubs, etc. Research-validated curriculum has been purchased, and is in the process of being implemented, under the supervision of the District Well-Being Advisory Committee, into all middle and high schools; teachers will be trained in these effective practices/programs. Sites will be supported in their efforts to implement activities/programs that build and enhance student connectedness, promote tolerance and understanding of diversity, foster compassionate, ethical, and responsible behavior, such as: Link Crew, Smaller Learning Communities, NEST, HAV, Breakfast Club, CHOICES, support groups, Human Relations Councils, PALS,Be The Change, Body Aloud, Friday Night Live, and SHO.

The inclusion of as many students as possible, when appropriate, in general education environments.

Team taught classes with highly qualified Special education and general education teachers.

Supplemental instruction opportunities for special education students to support instruction and /or credit recovery.

A variety of district based programs and the development of non-public alternatives to support as many students as possible.

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
There is ongoing data collection on ATODV through the CHKS, a district survey. Additional information is gathered on crime incidents, expulsion rates, suspensions and discipline problems. Safe school plans have been created and implemented at all school sites within the district. Project Alert, a research-validated curriculum for tobacco, marijuana and alcohol, will be implemented in 7th and 8th grades. The program Toward No Drug Abuse will be implemented in 9th grade. District sites that implemented Yellow Ribbon Week activities as well Gang Task Force Trainings. Technology Departments and media centers at each site provide instruction on appropriate use of information from the Internet. SDUHSD has an ongoing mentoring partnership with UCSD, as well as the integration of Project Options (an alcohol prevention program) at the four comprehensive high schools.	Further follow-up sessions and training of key personnel are needed to address bullying and harassment at the middle school level. Healthy Kids survey results indicates that in Middle School, the incidence of students using drugs and alcohol at a younger age continues to increase. Early education through connection with feeder elementary schools should be implemented. In addition, peer to peer treatment of one another and depression rates continue to rise and be a greater area of concern. There should be ongoing/increased opportunities for participation in Challenge Day. At the High School level, Healthy Kids Survey results illustrates that we continue to see an increase, although slight, in use of harder substances like LSD/ecstasy/heroin. Marijuana use continues to grow steadily every reporting period. Students are still reporting being able to access and use drugs on campus. School connectedness levels remain steady, but reports of depression and thoughts of suicide are increasing and have counseling support.

SDUHSD has established strong working relationships with the following community organizations: San Dieguito Alliance for Drug-Free Youth, The Boys' and Girls' Clubs throughout the district, American Cancer Society, The Lung Association, The City of Encinitas, District Level and site based Safety Committees, along with other area specific groups.	

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _2_/__/_11 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th N/A % 7th 4 %	5th N/A % 7th 1 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 2 % 9th 8 % 11th 11.4%	7th 1 % 9th 1 % 11th 1 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th N/A % 7th 7%	5th N/A % 7th 1 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 4.7 % 9th 18.8 % 11th 33.4 %	7th 2 % 9th 3 % 11th 6 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 4 % 9th 13.2 % 11th 22.6 %	7th 1 % 9th 2 % 11th 3 %

The percentage of students that feel very safe at school will **increase** biennially by:	5th N/A % 7th 32 % 9th 40.9 % 11th 48.2 %	5th N/A % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 18% 9th 13.2 % 11th 6.8 %	7th 1 % 9th 1 % 11th 1 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 3% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	11%	3%

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date:** **6/5/03** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th N/A % 7th 93% 9th 61.9 % 11th 70.1 %	5th N/A % 7th 2 % 9th 2% 11th 2 %
The percentage of students that feel like a part of their school:	5th NA % 7th 83 % 9th 89.7 % 11th 83.5%	5th N/A % 7th 2 % 9th 2 % 11th 2 %

The percentage of students that do things that make a difference:	5th $\underline{NA}$ % 7th $\underline{91}$ % 9th $\underline{44.8}$ % 11th $\underline{42.4}$ %	5th N/A % 7th 2 % 9th 2 % 11th 2 %

Other Performance Measures

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

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

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project ALERT	A, T & D	7-8		5/11	**Project ALERT**	A, T & D
Project Toward No Drug Abuse (TND)	A, T, D, & V	9-12, (9th grade and booster lessons in 10-12)		5/11	**Project Toward No Drug Abuse (TND)**	A, T, D, & V

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

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	**ATODV**	**Grades 7-12**
X	Conflict Mediation/Resolution	**V**	**Grades 7-12**
X	Media Literacy and Advocacy	**ATODV**	**Grades 7-8**
X	Mentoring	**ATODV**	**Grades 9-12**
X	Peer-Helping and Peer Leaders		**Grades 7-12**
X	School Policies	**ATODV**	**Grades 7-12**
X	Student Assistance Programs	**ATODV**	**Grades 7-12**
X	Tobacco-Use Cessation	**T**	**Grades 7-12**
X	Youth Development Caring Schools Caring Classrooms	**T**	**Grades 7-12**

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Character Counts	**V**	**7-8**				

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

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected Project Alert for grades 7-8. The program was selected in 1999 after an extensive review by a district TUPE committee composed of staff and parents, with input from community-based organizations, and students. This committee not only reviewed a wide array of recommended researched-based programs, but also analyzed local data from a variety of sources including CHKS, an annual UCSD Drug, Alcohol and Tobacco survey of all high school and middle school students, CSSA, and informal surveys/focus groups of student and parent groups from various school sites to determine the best programs to meet our needs.

Project Alert was selected for our four middle schools after reviewing data from the CHKS that indicated there was a need to address the ATOD use among both girls and boys in a systematic fashion. The interactive, video-enhanced program, is teacher friendly, cost effective and has been integrated into the middle school science courses. Based on survey data, suspension rates, and staff, parent and student feedback, it has proven to be a successful program at the middle school level. Middle schools have also hosted parent forums on ATODV topics, a series of four courses have been offered in both the fall and spring semester activities, based on an extensive research review, and input from all stakeholders.

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

The district has conducted the CHKS in 2010/11 and will continue to use it every other year as required. In the CHKS survey off year, the district will continue to collaborate with UCSD in developing and implementing a more randomized student survey, based on the information on the 12 "Performance Indicators" to measure progress towards goals. Students will also complete pre/post tests after curriculum series to assess change in knowledge, attitude, and intentions to use ATOD and /or participate in violent acts. A satisfaction survey will continue to be administered each year to staff and parents regarding ATODV. We will also continue to ask our local law enforcement agencies, Boys and Girls Clubs, and community agencies to provide information they may have related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The yearly information will be analyzed by the District Level Well-Being Advisory Committee looking at both district-wide trends and specific strengths and needs at each site. Trends for ATODV will be formulated into a report by the District SDFSC/TUPE coordinator with the assistance of an outside evaluator. A written report will be shared with the entire committee, the Board of Directors, the Leadership Team, parent groups, staff, and students. The Well-Being Advisory Committee will use this information to refine, improve, and strengthen the program.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline

Baseline CHKS data was collected in 2000/01. The district has subsequently collected CHKS data in 2003, 2005, 2007, 2009, and 2011. Progress data will be collected in 2013, 2015, and 2017.

A written report, incorporating tables of the CHKS, and other local measures, will be developed by the SDFS/TUPE Coordinator and the Well-Being Advisory Committee.

A summary of the report will be presented to the Board of Trustees.

Summary information will be made available to parents and community partners through site newsletters in June and posted on the district website.

Information will be reported by the Well-Being Advisory Committee to the Leadership Team, which in turn will share the information with all staff members.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The school district defines the highest need students as students who receive Title I services, are English Learners, have emotional or mental health issues, have indicated current ATOD use, and are performing below standards.

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

1) Intervention services with counselors.

2) Student Attendance Review Board (SARB) in conjunction with local law enforcement agencies.

3) After-school activities that focus on academic tutoring: mentoring; and opportunities to participate in non-academic, creative, and athletic activities.

4) Friday Night and Saturday School programs and suspension-alternative educational opportunities (READI/online cyber-suspension) for students cited for ATOD use on campus, bullying, and other discipline problems.

5) A referral system for family counseling and support services.

6) Support groups addressing a variety of topics, based on site needs.

7) HAV (Hispanic) / Body Aloud (body image) / Challenge Day (bullying prevention/safe schools) all have TUPE funding and serve at risk populations.

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

The District Well-Being Committee is comprised of certificated and classified staff members, community members, San Dieguito Alliance for Drug Free Youth, Parents, and district administrators.

Additionally, the district has developed a Strategic Planning Committee that looks at the well-being of all students within the district.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and before and after school, and volunteering on committees such as the Strategic Planning Committee, Equity and Excellence Committee, and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Site PTSAs and Parent Foundations sponsor Red Ribbon Week and Anti-Violence week activities. They assist with funding and planning of school-wide assemblies on prevention topics for students, as well as coordinate, publicize, and implement parent education series at both the middle and high school levels. English Language Learner parents actively participate in the site ELAC and the district DELAC program, as well as being offered a parenting series in both the fall and spring semesters, in their native language (primarily Spanish). Regular communications through the beginning of the year welcome newsletters and packets will continue to inform parents on a variety of issues and report out survey results yearly. Other notification procedures are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in the district yearly to notify them of their options.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once pregnant minor or minor parents are identified by the district they will meet with a counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has a family member who uses tobacco products. These services, along with cessation services, are available on each school site. Referrals to Community-based organizations are also offered, which allow the pregnant minor to connect with a community mentor. The counselor provides further case management at the school site, assuring linkage is completed and follow up is provided.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
TUPE staffing positions are currently funded out of competitive grant moneys to free up TUPE funds for site specific needs (i.e teacher extra-curricular hours, instructional materials, and TUPE related program costs)	
Tiffany Findell	0.5 FTE

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	1) All students complete four-year academic plans upon enrollment. 2) Parents are notified of graduation requirements in English and Spanish. 3) Counselors are assigned to all students, and schedule annual meetings to assess progress. 4) Notices are provided to parents concerning progress, in English and Spanish formats; conferences are scheduled when needed. 5) The District offers CAHSEE preparation courses, both in summer and throughout the year.	All Students	1) Counselors & administrators at enrollment 2)Administrators and parents /annually 3) Counselors /annually 4) Counselors/ ongoing basis 5) Summer School Coordinator/Site staff/ongoing	For activities 1-6 District will raise graduation rate by 1% (current dropout rate is 3%	Activities 1-6 General Fund 10th Grade Counseling

	6) Sites implement specially designed programs to support at-risk students (i.e. GRAD center, PLATO labs, North Coast Alt.		6) Administrators Counselors, Site staff/ongoing		
5.2 (Dropouts)	1) Student Government 2) Human Relations Council 3) Peer Assistant Listeners (PALS) 4) Students Helping Others (SHO) 5) Having A Voice (HAV) Latino Leadership Program	1) Elected Student Leaders 2) All Students 3) 100 trained HS members/ all student population has access 4) 25 Alternative Education students 5) 75 per year	1) Assistant Principal or Advisor/ ongoing 2) Assistant Principal or advisor/ongoing 3) PAL's Advisors/ongoing 4) SHO Advisor/ongoing 5)El Coordinator Bilingual Counselors/ongoi ng	Activities 1-5 District will raise graduation rate by 1% (current dropout rate is <3%	Activities 1-5 General Fund, Activity 5, Title III

5.3 **(Advanced Placement)**	1) Open Enrollment for all AP courses 2) AVID link to support students of diversity 3) Equity and Excellence Training 4) Counseling Services 5) Collaboration with CSUSM, UCSD, and SDSU for mentoring links	1) All Students 2) Students whose parents/relatives have not attended higher education 3) All students 4) All students 5) All students	1) Counselors / ongoing 2) AVID Coordinator/Counselors/ongoing 3) Principals. Teachers, Classified personnel / ongoing 4) Counselors/ ongoing 5) Principals, Teachers/ ongoing	Activities 1-5. The number of students enrolled in AP classes will increase by 3% per year. The number of EL students in AP classes will increase by 10%	Activities 1-5 General Fund GATE Title II, Part A

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Students within the SDUHSD are identified based on 1) Free and Reduced Lunch participation and 2) parent level of education based on the California Education Code requirement (e.g. Level 1- Parent has not graduated from high school). This information is acquired at the beginning of each school year for currently enrolled students, or during the enrollment process for incoming students throughout the school year. Based on poverty ranking and highest level of student academic need, the district identified the participating schools to be at the middle school level.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • 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 underserved 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 professional development 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	Title I funds supplement the basic educational program. For example. • Increased learning time • Supplemental support of core academic curriculum • Counseling • Special grouping or tutoring to assist low-performing students • Pupil services • Mentoring • College and Career awareness and preparation • Academic intervention programs • After school and summer school • Individual student academic assessment • Parent outreach and education (Spanish services provided as needed) • Special Education services

childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
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: • 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.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	"Eligible children" are those in grades 7 and 8 who are identified by the tow-fold criteria: parent level of education of 1 and students receiving free and reduced lunch. Once students are identified within this category, an ongoing review of student progress (i.e. Multiple Measures- grades, Standardized test scores, teacher/parent input) is used to determine added support for student achievement. Individual student assessments are made through a collaborative effort with staff, parents, administrators and pupil services personnel. Determinations are made to ensure appropriate services are provided to best meet the academic needs of each student. A collaborative relationship with the county Migrant Education office will be ongoing to ensure appropriate services are provided for both students and parents. The SDUHSD Board of Trustees takes an active role in maintaining current information regarding Title I students' progress .
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.	

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	• Assist the schools to analyze academic data and budgets • Provide a professional development program that directly addresses the academic achievement problem • Develop school plans based on scientifically based research to strengthen the core academic subjects and addresses specific academic issues • Establish specific annual, measurable objectives for continuous and substantial progress by each group of low-performing students. • Incorporate activities /programs before school, after school and during the summer • Incorporate a teacher-mentoring program for tenured teachers and incoming certificated staff • Staff development ongoing for certificated and classified staff, targeting best practices for Title I students.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	We have identified two middle schools as recipients of Title I funds. Currently, one of these schools has been identified as a school in Program Improvement. All parents were notified of such failure in writing (see attached Title I Parent notification letter), in a language they understand no later than 30 days after such failure occurred. The EL Coordinator, bilingual counselors and staff were available to answer any questions parents may have and to inform them of their right to choose another school within the local geographic region. At least one meeting was held for all parents to explain AYP and the lack of school progress options. Childcare and translation was provided.

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	The District will offer, as an ongoing process, the following professional development for teachers, principals, pupil services personnel, other staff, and parents to coordinate Title I and Title II: • Title I parent meetings/School Site Council • Written Parent Involvement Policy • Parenting classes, Resource Centers for parents • Staff Development for teachers and administrators • Involve parents in evaluation process of programs • Site English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC) • Align with NCLB regulations for Highly Qualified and CDE mandates • Systemic staff development tailored to meet identified needs of Title I students • Staff development targeting staff of AVID, EL and Special Ed. Students

Additional Mandatory Title I Descriptions
(continued)

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Coordination of Educational Services

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

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<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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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:

   a. Even Start
   b. Head Start
   c. Reading First
   d. Early Reading First
   e. Other preschool programs
   f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

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I. DISTRICT STUDENT ACHIEVEMENT GOAL: By August 2013, 59% of all students identified as students with limited English proficiency, disabilities and underrepresented district-wide, will be at or above Proficient Level on the California Standards Test.

   A. <u>Action Step #1</u> High quality English language, reading for literacy, and mathematics instruction will be provided using scientifically based research curricula, such as the following:

   - EDGE

   - Read 180

   - System 44

   - PLATO

   - Passing California Exit Exam in Mathematics, English Language Arts

   -

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B. <u>Timeline</u>

- By June 2013, teachers will be serviced in standards-based instructional strategies in all content areas

- By June 2013, teachers will have and use adopted materials to serve identified Title I population

- By June 2013, teachers will use effective teaching strategies in content areas

- By June 2013, teachers will formatively assess students on progress towards standards

- By June 2013, teachers will use student assessment results to inform and improve their instruction

C. <u>Provider or Program</u>

   2011-2016:   Ongoing staff in-services/professional development will be provided by SDCOE, District Title I coordinator, District EL Coordinator, Special Education Coordinator, ==ELD Specialist==, and District Professional Development Steering Committee

D. <u>Budget Sources</u>

   Title III, Title I, EIA/LEP, Title II, General Fund and Competitive Grant Monies.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

 Appendix A: Sample Letters

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

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through

such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

- o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- o Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

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

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

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

  o Allows a teacher to communicate effectively with all students in the class.

- o Allows all students in the class to learn.
- o Has consequences that are fair, and developmentally appropriate.
- o Considers the student and the circumstances of the situation.
- o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the

use of funds, the types of services furnished, and the students served under this part; and

- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Ken Noah

_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

APPENDIX A

Sample Letters:

English Learner Enrollment Parent Letter (English and Spanish) (referred to on page 69)

English Learner Program Waiver Letter (English and Spanish) (referred to on page 70)

Title I Parent Notification Letter (English and Spanish) (referred to on page 115)