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Sacramento City Unified School District
BOARD OF EDUCATION
SPECIAL MEETING

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 7.0

Meeting Date : May 27, 2015

Subject : Approve Local Education Agency (LEA) Revised Plan, 2015

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Department : Academic Office/State and Federal Programs

Recommendation : Approve the 2015 Revised Local Education Agency (LEA) Plan

Background/Rationale Safe, Clean a

and Family and Community Engagement

Documents Attached:
1. LEA Plan

Estimated Time of Presentation : 10 minutes	
Submitted by:	Olivine Roberts, Ed.D., Chief Academic Officer, and Lisa Hayes, Director, State and Federal Programs
Approved by : J	

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(Continued)

Part III ±Assurances and Attachments

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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the

- x Rigorous academic standards
- x Standards-aligned instructional materials
- x Standards-based professional development
- x Standards-aligned assessment
- x 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 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 more manageable for LEAs while still meeting the 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

x

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
7090 (,$ ± 6WDWH &RPSHQVDWRU\ (GXFDWLRQ				
7091 (,$ ± /LPLWHG (QJOLVK 3URILFLHQW				
State Migrant Education 0054 (7395)				
School and Library Improvement Block Grant F10 0 8(c)-17(h)-37(o)-37(o)-37(l)47( )19(a)-1784.22-17(s)-72( )] TJ ET Q q1(10 0 8(c)-17(h)-37(o)A80 8(1o9				

rTf 1 0 0 1o

Part II
The Plan

Needs Assessments
- Academic Achievement
- Professional Development and Hiring

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

Strategic Plan: Putting Children First

Sacramento City Unified School District (SCUSD) continues to implement a strategic plan which serves as a roadmap to achieving the commitments to our community outlined in both our mission statement and in our vision narrative. The intention is to contin

The following areas of improvement were identified:

- x

Mandarin immersion program is at William Land Elementary School, and a Hmong Immersion Program is at Susan B. Anthony Elementary School.

- Luther Burbank High School offers the International Baccalaureate (IB) Diploma

Parent Involvement and Engagement

Sacramento City Unified School District (SCUSD) is committed to providing quality programs and activities that P H D Q L Q J I X O O \ H Q J D J H S D U H Q W V L Q D O O I D education and strengthen school-family partnerships for student learning. The district fulfills this commitment by assuring that all district offices and school sites understand and implement the requirements for parent involvement as stipulated under Title I, Section 1118. To this end, all district schools are required to provide an annual parent involvement policy and school compact that has been developed in partnership with parents.

To support school sites with their parent engagement, the district has made family and community involvement a top priority. Family Engagement is one of three pillars of the ' L V W U L F W ¶ V V W U D W H J L F S O D Q X Q G H U W K H G L U This W L R Q R I cabinet level position oversees district efforts to engage families and communities to make our schools the hub of their community.

Supports offered by the Family and Community Engagement Dept. include:

- Parent Leadership Pathway (Three-tiered parent workshop series: Emerging Parent Partners; Learning Parent Partners and Developing Parent Leaders).
- Individual/one-time training topics to school sites.
- PRC Collaborative - provides monthly professional development training to district and school-site outreach staff, as well as, parent leaders.

The strategic plan outlines clear strategic objectives, which form the basis of the work at the central office, sites and classrooms. In the area of English Language Arts, the following objectives support performance:

- Develop Common Core State Standards (CCSS)-aligned instruction and curriculum in language arts that captures student interest, incorporates an appreciation of diversity, and motivates and challenges each child - regardless of ability level - to higher achievement.
- Develop clear expectations about what students need to know and master at every grade level.
- Develop instruction and curriculum that connects student learning to the real world of work.
- Invest in professional learning for teachers, support staff, and administrators that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
- % X L O G W H D F K H U V ¶ D Q G D G P L Q L V W U D W R U V ¶ F D S D F L W \ W R X inform teaching and learning.
- % X L O G W H D F K H U V ¶ D Q G D G P L Q L V W U D W R U V ¶ F D S D F L W \ W R G focus on student learning.

focus

- x Build capacity of administrators and teachers in the formative assessment process to identify learner-centered problems and problems of practice in order to continuously improve student learning
- x Provide professional learning on integrating literacy and the Arts

3. Extended learning time:
   - x Offer all students who are not making adequate yearly progress based on achievement of grade level content standards including EL and SWD, opportunities for extended learning such as:
     a. After-school classes
     b. Saturday classes
     c. Summer school
     d. Supplemental Educational Services (SES)
   - x Support schools that offer interventions before school, after school, on Saturdays, and during the instructional day
   - x Identify appropriate standards-based curricular materials, including but not limited to, those from the state-adopted intervention material, as well as on-line technology resources

Persons Involved

- x Chief Academic Officer
- x Assistant Superintendent of Curriculum and Instruction
- x Area Assistant Superintendents
- x Assistant Superintendent of Equity
- x Director of Child Development
- x Director of St
- x Director of State and Federal
- x Coordinator of State and Federal Multilingual Literacy
- x Director of Special Education
- x Director of Student Support and Health Services
- x Director of Youth Development Support Services
- x Director of High School ReDesign
- x Coordinator of GATE
- x ELA Coordinator
- x Technology Coordinator
- x Science Coordinator
- x Instructional Support Team (ELA/ELD and

- x Extended Learning Programs — $1,034,819
- x Teacher Per Diem/Stipend
- x Materials
- x Facilities

	Fine Arts Training Specialists) x Site Administrators x Teachers x Support Staff x Parents Timeline x Ongoing			
4. Increased access to technology: x Continue to provide access to technology for students, teachers, and administrators through media such as: a. Hardware : Document cameras, interactive white boards, wireless slates, netbooks, handheld technologies, class response systems, and mobile labs b. Curr iculum and Assessment Software: i.e. iReady, BURST, Read 180, on-line credit recovery and acceleration opportunities (AVENTA) c. Web 2.0 Tools : educational technology libraries that accompany recently adopted curriculum materials, SBAC Digital Library, wikis, EDMODO, R I ([S H U W L V H & L V F R * R R J O H (GAFE), etc. d. Student Information System: Infinite Campus e. Student Assessment System x Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise wikis, and EDMODO) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessment tools, etc. x District-wide use of student assessment system to access ELA data x Provide on-going support focused on technology integration within ELA curriculum	Persons Involved x Chief Academic Officer x Chief Information Officer x Assistant Superintendent of Curriculum and Instruction x Assistant Superintendent of Equity x Director of Child Development x Director of Multilingual Literacy x Director of Special Education x Director of High School ReDesign x Coordinator of GATE x ELA Coordinator x Technology Coordinator x Science Coordinator x Site Administrators x Teachers	x Hardware x Professional Learning x Software x Technical Support x Salaries x On-line Service Contracts	$413,928	x LCFF x Title I x Title II

	School ReDesign x Director of Integrated Support Services x Director of Youth Development x Coordinator of Parent Engagement x Coordinator of GATE x ELA Coordinator x Science Coordinator x Site Administrators x Teachers x Parents Timeline x Ongoing			

8. Monitoring program effectiveness:
   x

3Bterings programiveness:b. Tm 0 g [( )] TJ ET Q EMC /P <</MCID 20>> BDC q 45.2 235.49 lt01 411.79925.0 1655. 7J ET Q q cti

f. Use CAASPP data and API results to monitor programs and site and district progress in ELA x Strengthen program effectiveness through the implementation of the following strategies: a. Utilize observational tools to provide coaching and support b. Provide focused feedback	School ReDesign x Director of State and Federal Programs x Coordinator of GATE x ELA Coordinator x Science Coordinator x Coordinator of Instructional Technology x Instructional Support Team (ELA/ELD and Fine Arts Training Specialists) x Site Administrators x Teachers x Support Staff x Parents Timeline x Ongoing			
9. Targeting services and programs to lowest - performing student groups: Continue to provide services and programs targeted to lowest performing students through the following strategies: x Provide intensive ELA interventions, based on diagnostic testing results, CAASPP results, and CELDT/ELPAC results, as needed before, during, and after school x Provide district-level instructional coaching support to identified schools with the lowest performing student groups x Provide summer school for SWD who are not making adequate progress towards meeting their IEP goals x Provide students at the lowest performing schools who	Persons Involved (m)-21x(i)5(4172f8199d58i472V81(			

differentiated instruction, and after-school programs for all students who are not served in full day programs

b. Grades 9-12: Honors and Advanced Placement (AP) classes at all comprehensive high schools
c. International Baccalaureate (IB) program (Luther Burbank High, Kit Carson, and Caleb Greenwood Elementary)
d. AP Fee-Reduction Support (all high schools)
e. Professional learning for teachers through a Professional Sequence Certificate including:
    - x Differentiation Principles
    - x Question Strategies to Differentiate Instruction
    - x Management Techniques
    - x Activities and Prompts
    - x Diverse Gifted Learners (e.g. LD, EL)
    - x Underachievement in Gifted Youth
    - x Creativity and Problem Solving
    - x The Dual Exceptional Child
    - x Program Design and Administration
f. Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children

x Social Emotional Learning integrated within the ELA curriculum and instruction

x Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success

- x Director of Multilingual Literacy
- x Director of Special Education
- x Director of High School ReDesign
- x Director of State and Federal Programs
- x Coordinator of GATE
- x ELA Coordinator
- x Site Administrators
- x Teachers
- x Support Staff
- x Parents

Timeline

- x Ongoing

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

Planned Improvement in Student Performance in Mathematics

The district has established the following performance goals in mathematics as measured by the CAASPP and CAHSEE assessments for school years, 2014-15 and 2015-16:

Assessment	2014-2015	2015-2016
CAASPP-Math	x Establish a baseline of the percentage of students scoring at or above proficiency. x Establish a baseline of the percentage of students in each subgroup scoring at or above proficiency.	x Increase the overall percentage of students scoring at or above proficiency by at least 3%. x Increase the overall percentage of students in each subgroup scoring at or above proficiency by at least 3%.
CAHSEE	x Increase the overall percentage of students scoring at or above proficient by at least 10% (2013-14 performance measure is 80%). x Increase the overall percentage of students in each subgroup scoring at or above proficient by a minimum of 10%. (EL 59%, Hispanic 75%, African American 63%, Economically Disadvantaged 77%, Special Education 31%)	x Exceed the 2014-15 performance of students scoring at or above proficient by at least 10%. Exceed the 2014-15 performance of students in each subgroup scoring at or above proficient by a minimum of 10%.

The strategic plan outlines clear strategic objectives, which form the basis of the work at the central office, sites and classrooms. In the area of mathematics, the following objectives support performance:

- x Develop Common Core State Standards (CCSS)-aligned instruction and curriculum in mathematics that captures student interest, incorporates an appreciation of diversity, and motivates and challenges each child - regardless of ability level - to higher achievement.
- x Develop clear expectations about what students need to know and master at every grade level.
- x Develop instruction and curriculum that connects student learning to the real world of work.
- x Invest in professional learning for teachers, support staff, and administrators that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school.
- x % X L O G W H D F K H U V ¶ D Q G D G P L Q L V W U D W R U V I R F X V R Q V W X G H Q W O H D U Q L Q J
- x % X L O G W H D F K H U V ¶ D Q G D G P L Q L V W U D W R U V I R F X V R Q V W X G H Q W O H D U Q L Q J

x Provide assistance with the implementation of CCSS-math by engaging in collaborative planning, modeling lessons, co-teaching, observing lesson delivery, and providing constructive feedback and support	Timeline x Ongoing			
2. Use of standards -aligned instructional materials and strategies: Standards -based Mathematics Curriculum Resources x Adopt a standards-based curriculum in mathematics for grades Preschool -12: ƒ Preschool o Berkeley Math Project, UC Berkeley o Big Book Math ±Abrams Learning Trends ƒ Gr. K-6 o EnVision Mathematics ±Pearson, 2015 ƒ Gr. 7-8 o Big Ideas Mathematics ±Houghton Mifflin Harcourt, 2015 ƒ Gr. 9-12 o Integrated Mathematics ±Walch, 2012 o Algebra and Trigonometry, Structure and Method, Bk 2, McDougal Littell, 2000 o Algebra 2, McDougal Littell, 2001 o Algebra 2 (California Edition) Pearson Prentice Hall, 2004 o PreCalculus with Unit Circle Trigonometry, 4th Ed., Thomson Brooks/Cole, 2006 o Algebra and Trigonometry with Analytic Geometry, 9th Ed. Brooks Cole, 1997 o Calculus: Graphical, Numerical, Algebraic, 3rd Ed. (AP Edition), Pearson Prentice Hall, 2007 o Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole, 2010	Persons Involved x Chief Academic Officer x Assistant Superintendent of Curriculum and Instruction x Area Assistant Superintendents x Assistant Superintendent of Equity x Director of Child Development x Director of Multilingual Literacy x Director of Special Education x Director of High School ReDesign x Coordinator of GATE x Math Project Lead/ Coordinator x Technology Coordinator x Instructional Support Team (Math Training Specialists) x Site Administrators	x Instructional		

	Timeline x Ongoing			

5. Staff development and professional collaboration aligned with standards -based instructional materials:

Professional Learning
Research indicates that professional learning is the linchpin to continuous school improvement. The following supports

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

- Support Strategies:
  - Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students
  - Implement EL strategies to support

standards x Conduct parent/teacher conferences at the K-6 level to discuss progress towards mastering the math CCSS x Host Back-To-School nights to inform parents about the math instructional materials x Translate school communication to parents when a school student population exceeds 15% of a given language x Provide communication to parents regarding the math program via eConnection school newsletters, family literacy workshops, parent conferences, other district and school correspondence, and through community-based organizations x Conduct home visits using the district adopted home visit procedures x Offer parent workshops via the Parent Leadership Academy	x Director of High School ReDesign x Director of Integrated Support Services x Director of Youth Development x Director of State and Federal Programs x Coordinator of Parent Engagement x Coordinator of GATE x Math Project Lead/ Coordinator x Instructional Support Team (Math Training Specialists) x Site Administrators x Teachers x Support Staff x Parents Timeline x Ongoing			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Auxiliary Services x Conduct orientation meetings for students matriculating from one grade band to the next (Pre-school, K-6, 7-8, 9-12) x Provide parent information packets and activities for transition to kindergarten	Persons Involved x Chief Academic Officer x Chief Communications Officer x Assistant Superintendent of Curriculum and Instruction	x Duplicating Services x Salaries x Teacher Per Diem/Stipend x Materials	$886,988	x LCFF x

- x Provide parent workshops via the Parent Leadership Academy, such as:
  - o Homework Assistance
  - o Standards-based Report Cards
  - o Grade Level Math Content Standards
  - o State and Local District Assessments
  - o Parent-Teacher Conferences

- x Provide credit recovery and remediation classes for students who have not yet passed the CAHSEE with support for up to two years beyond the graduation date
- x Continue to implement the parent-teacher home visit program; orientation sessions for incoming students, school visits, open house nights, and share information via the website

- x Assistant Superintendent Equity
- x Area Assistant Superintendents
- x Director of Child Development
- x Director of Multilingual Literacy
- x Director of Special Education
- x Director of High School ReDesign
- x Director of Integrated Support

8. Monitoring program effectiveness: x Monitor the content (alignment to standards, cognitive demand, and relevance), instructional delivery (alignment of instructional components, organization, and pacing), and learning (differentiation, interventions, and assessments) to determine program effectiveness and implications for curriculum, instruction, assessment and professional learning through the following strategies: a. Utilize curriculum-embedded assessments to inform instruction and monitor learning related to student mastery of the math CCSS b. Use interim assessment data to monitor learning related to student mastery of math CCSS c. Analyze student work samples to monitor student learning and growth in math d. Utili] H & (/ ' 7 (/ 3 $ & V F R U H V W R P R progress toward English language proficiency e. Review student progress towards mastery of IEP goals to monitor learning of SWD f. Use CAASPP data and API results to monitor programs and site and district progress in math x Strengthen program effectiveness through the implementation of the following strategies: a. Utilize observational tools to provide coaching and support b. Provide focused feedback	Persons Involved x Chief Academic Officer x Assistant Superintendent of Curriculum and Instruction x Area Assistant Superintendents x Assistant Superintendent Equity x Director of Child Development x Director of Multilingual Literacy x Director of Special Education x Director of High School ReDesign x Director of State and Federal Programs x Coordinator of GATE x Math Project Lead/Coordinator x Coordinator of Instructional Technology x Instructional Support Team (Math Training Specialists) x Site Administrators x Teachers x Support Staff	x Purchasing, Duplication, and Printing x Student Assessment System x Professional Learning x Release Time x Teacher Per Diem/Stipend	$354,795	x LCFF x Title I x Title II

9.	x Parents Timeline x Ongoing			

- x Math Project Lead/ Coordinator
- x Coordinator of Instructional

Burbank High, Kit Carson, and Caleb Greenwood Elementary)

i. AP Fee-Reduction Support (all high schools)
j. Professional learning for teachers through a Professional Sequence Certificate including:
   - x Differentiation Principles
   - x Question Strategies to Differentiate Instruction
   - x Management Techniques
   - x Activities and Prompts
   - x Diverse Gifted Learners (e.g. LD, EL)
   - x Underachievement in Gifted Youth
   - x Creativity and Problem Solving
   - x The Dual Exceptional Child
   - x Program Design and Administration

Supports rendered to dually identified (SWD and GATE) students using the services of a psychologist specializing in diagnosis of learning disabilities, anger, behavior, depression, etc. that affect gifted children

a. Integrate Social Emotional Learning (SEL) within the math curriculum and instruction
b. Implement Positive Behavioral Intervention and Support (PBIS) focused on developing school-wide structures and systems to create a school culture that supports student learning and success

- x Math Project Lead/ Coordinator
- x Site Administrators
- x Teachers
- x Support Staff
- x Parents

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

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

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures

cycle assessments for ELs.

- x Ensure that CAASP and CELDT are administered effectively and results distributed to school sites results.

d. Describe how the LEA will promote parental and

outside the district				

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)

The effectiveness of the LEP programs will be determined by the increase in:

‡ English proficiency; and

‡ Academic achievement in the core academic subjects

x Provide ELD instruction based on the CA CCSS and ELD standards.

x

- x Provide teachers and principals with tools and resources for instruction, curriculum, assessment and monitoring of EL programs.
- x Convene a group of stakeholders from secondary schools to determine the most effective, efficient means of implementing ELD standards and instructional practices as outlined in the CA ELA/ELD Framework

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

a. designed to improve the instruction and assessment of LEP children;
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
c. based on scientifically based research demonstrating the effectiveness of the professional development in L Q F U H D V L Q J F K L O G U H Q ¶ V (Q J O L V L Q F U H D V L Q J W K H W H D F K H U V ¶ V X teaching knowledge, and teaching skills;
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

request) x Content mirrors district trainings; Training specialists support school leadership teams to provide professional learning opportunities to teachers who are not participants in any of the aforementioned district professional development x Instructional Coaching (all schools) Training specialists provide instructional coaching to all schools to support the implementation of the district focus on CA ELA/ELD framework x Academic Team Meetings (for all district leaders involved in instruction, e.g. special education, child development, youth development, GATE, ELA and Math leaders, training specialists, high school re-design, BTSA. Meetings will focus on how leaders can support schools in implementation of CCSS in ELA/Literacy and the CA ELA/ELD framework.	Training Specialists			

4. Upgrade program objectives and effective instruction strategies. Yes or No? If yes, describe: Yes Ensure that EL students not only have access to CCSS-based curriculum and instruction but are fully engaged with it, implications for all segments of SCUSD ² Prek, K-6 and 7-12				
5. Provide ± a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. Yes or No? If yes, describe: Yes. The Multilingual Department makes funds available to school sites who apply for tutoring grants to support English learners with tutoring during an extended school days	Director, Multilingual Literacy Teachers and bilingual instructional assistants at various schools		$2500	Title III

6. Develop and implement programs that are coordinated with other relevant programs and services.
Yes or No? If yes, describe:
Yes
The Director of Multilingual Literacy Department collaborates with other departments within the Academic Office which includes;

‡ Special Education,
‡ Early Childhood Development
‡ High School Reform
‡ GATE
‡ Curriculum and Instruction
‡ State and Federal Programs

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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

f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
h. information pertaining to parental rights that includes written guidance detailing ±
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii.

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.					
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.					

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

Planned Improvements for Professional Learning:

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District strategic plan. The following objectives are specific to Performance Goal 3:

- Planned Improvement in Reading and Mathematics
    1. Invest in professional learning for teachers and principals that accelerates student learning by giving children ample opportunities to critically think, work with others, solve problems, struggle with difficult tasks and enjoy school.
    2. Train principals and teachers to use data inquiry methodology to connect student results to effective instructional practices.
    3. Sacramento City Unified School District participates in the teacher Induction Program and participating teachers are assigned a support provider for two years. Induction inquiries are completed three times over a two year program.
    4. Provide train

STRENGTHS	NEEDS
x 97% of all SCUSD teachers have met all HQT requirements set forth in NCLB x 97% of teachers in SCUSD schools receiving Title I funds have met all HQT requirements x 99% of SCUSD K-12 paraprofessionals have P H W D O O ³ K L J K O \ T X D O L I L H (x All new subs (including Pre-K are NCLB compliant). x Individualized plans in progress for the 3% of teachers working toward becoming highly qualified x Teachers becoming highly qualified are reimbursed by the district for Verification Process for Special Settings (VPSS) programs x SCUSD Human Resources and CDE have partnered in order to monitor and support teachers as they become highly qualified x Annually, teachers in the district participate in a variety of district and site sponsored professional development activities. These sessions reflect the spirit of both the California Standards for the Teaching Profession and the K-12 Content Standards. Many focus on the successful teaching of standards aligned curricula. x Beginning Teacher Support and Assessment (BTSA) Induction program provides support and builds capacity of beginning teachers using the CA Standards for the Teaching Profession framework.	x 3% of teachers are currently becoming highly qualified x Miss-assignment of teachers of English Learners totals 3 teachers in SCUSD that have been notified of continuing ELL requirements and currently have a plan in place to obtain appropriate certification. .96 Tf 1 0re W* nlyn50 x 1% of paraprofessionals are currently becoming highly qualified.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Professional development activities are aligned with the academic content standards, State assessments, and the curricula and programs tied to the standards: x Staff development in the content areas focus on strategies for delivering the CCSS standards; x Staff development is planned to support the implementation of standards-aligned instructional materials; x Provide opportunities for teachers to collaboratively analyze ELA and math benchmark results, curriculum embedded assessments results, formative assessments and student work to inform instruction and determine professional development x Train administrators and teachers in the data inquiry process to identify learner-centered problems and problems of practice in order to construct action plans to improve student learning. x Assign ELA and math training specialist to high priority schools to provide targeted, ongoing, job embedded professional development focused on lesson design, content knowledge, research based instructional strategies, multiple assessment practices, and data analysis. x New teacher support programming focuses on the state teaching standards. All professional development is designed to support state standards, and respond to multiple measures of student achievement data. a.) How the activities will be based o n a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement : The Academic Office and collaborating departments will address professional learning and collaboration of PreK-12 teachers, support staff, and administrators: ELA: x CCSS-	6 W D W			

leaders engaging in quarterly professional learning sessions focusing on the math CCSS content standards, Standards for Mathematical Practice, and instructional shifts toward G H Y H O R S L Q J V W X G H Q W V ¶ P D W K H P D W L understanding

- Lesson Design ±intentional instruction designed to teach for understanding using a backward-design approach: standards, instructional strategies, assessment, rigor, and relevance
- Formative Assessment Process : focus on engaging teachers and administrators in cycles of inquiry through protocols that center around student learning and through facilitated reflection, peer collaboration, and analysis of data and student work to inform teaching practices
- Mathematics training specialists facilitate targeted, ongoing job embedded professional learning by assisting with the development of lessons, delivery of instruction, creation of assessments, modeling of best practices, and providing constructive feedback and support
- Support Strategies :
    - Differentiate Instruction to support students with various learning needs including EL, SWD, and other underperforming students
    - Implement EL strategies to support content acquisition via integration
    - Utilize inclusive practices to support SWD in the general

	Timeline x Ongoing			

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

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

	Timeline x Ongoing			
5. 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: a) All professional learning offerings are coordinated and facilitated through the Academic Office. Funding is targeted to meet teacher technology needs.	Persons Involved x Chief Academic Officer x Assistant Superintendent of Curriculum & Instruction x Assistant Superintendent Equity x Director of Child Development x Director of			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How students and teachers will have increased access to technology and how ongoing professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): a. Professional learning sessions assist teaching and learning. Workshops include but are not limited to: summer institutes, weekend and after school sessions. Professional learning offerings in other disciplines are designed to also model and highlight the integration of technology within in all curriculum areas, content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding. b. Create communities of practice using virtual tools and web-based social networks (i.e. Brokers of Expertise and EDMODO, etc.) that enable teachers, students, and administrators to share best practices, give and receive feedback, and exhibit student work samples, examples of lesson design, assessments tools, etc. c. , Q G X F W L R Q Z H H N O \ P H H W L Q J V X V L Q J & topics. Two professional learning workshops, two reflective/collaborative workshops and using a technology tool called Taskstream System to provide feedback.	Persons Involved x Chief Academic Officer x Assistant Superintendent of Curriculum & Instruction x Assistant Superintendent Equity x Director of Child Development x Director of Multilingual Literacy x Director of Special Education x Director of High School ReDesign x Coordinator of GATE x ELA Coordinator x Science Coordinator x Coordinator of Instructional Technology x Coordinator of New Teacher Support (Induction) x Instructional Support Team (Subject Area Training Specialists) x Site Administrators x Teachers x Support Staff x Parents	x Teacher per diem stipends x Training materials x Presenters x Facilities/ x Equipment		

ELA Coordinator

	x Parents Timeline X Ongoing			
9. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Funds will be used for the following: <u>Teachers</u> x Continue to provide training/course work opportunities for W H D F K H U V W R P H H W W K H U H T X L U H P teacher as defined in NCLB x Support new teachers through Beginning Induction Teacher Support x Focus support on improving the quality of instruction x Increase use of instructional strategies to assist in meeting the differentiated needs of students x Continued follow-up supports through year three for beginning teachers <u>Paraprofessionals</u> x Training opportunities that focus on assisting in the instruction of reading/language arts and mathematics	Persons Involved x Chief Academic Officer x Assistant Superintendent of Curriculum & Instruction x Assistant Superintendent Equity x Director of Child Development x Director of Multilingual Literacy x Director of Special Education x Director of High School ReDesign x Coordinator of GATE x ELA Coordinator x Science Coordinator x Coordinator of Instructional Technology x Coordinator of New Teacher Support (Induction) x Instructional Support Team (Subject Area Training Specialists) x Site Administrators x Human Resource Services x Teachers	x Support staff salaries, x Teachers		

	x Support Staff x Parents Timeline x Ongoing			

appropriate health insurance and health access. ‡ The District provides an early intervention mental health program to eight elementary schools. ‡ A district-wide mental health crisis response team is in place to respond to crises at schools that impact students and staff. ‡ A comprehensive suicide assessment, training and intervention program is in place to support students at risk of suicide. ‡ Homeless Services Program supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. ‡ Professional learning is offered to teachers, administrators and school staff on a wide range issues related to V W X G H Q W V ¶ V R F L D O H P F health. ‡ One operational School-based Health Clinic. Targeted Prevention and Intervention: Youth Development Support Services (YDSS) includes: Expanded Learning Time (Before/After School & Summer) Targeted Prevention and Intervention Programs, Youth Engagement and Voice	assistance to families with the need for legal help. x Increased training for parents on emergency procedures x Implementation of anti-bullying strategic plan. x Increase school climate programs to more school sites. Targeted Prevention and Intervention: x More safety training to site personnel to build capacity within safe schools training model. x Develop partnership with legal services to provide information, support and assistance to families with the need for legal help. x Increased training for parents on emergency procedures x Implementation of anti-bullying strategic plan. x Increase school climate programs to more school sites. x Create culturally relevant safety response plan x Engage community partners and leaders in school climate, safety and violence work Youth Engagement and Expanded Learning: Increase professional development for

and Foster Youth Services ‡ Additional supplemental Expanded Learning activities and programming which target high-risk students and students of color. ‡ Utilizing a framework of Social Justice Youth Development ‡ Strong focus on including the youth voice in district and site level decision making. Youth Engagement and Expanded Learning: ‡ Student Leadership Conferences provide cultural awareness, access to career and college pipelines, and training for parents ‡ Summer Matters students learn and develop leadership skills through active participation in service learning/participatory action research projects unique to the needs of individual communities. ‡ * R % ¶ 1 D Q D V S U H[s]hQsWv R C targeting 7 ±12 grade students during summer programming. Focus on four main areas: ATOD, Health Relationships, Physical Fitness and Nutrition. ‡ YDSS has the largest grant funded Expanded Learning programs in the region ‡ The YTAC (Youth Tobacco Advisory Council made up youth who participate in programing provided by Expanded Learning supplemental providers to give	teachers and site staff x Increase and improve communication through social media and web regarding district and school site initiatives x Increase communication around available district initiatives and programs. x Increase funding to meet growing needs for Expanded Learning programs. x Additional funding for Targeted Prevention and Intervention support services x Develop and/or create District referral process for Targeted Prevention and Intervention services in the following areas; Pregnant/Parenting Teens, ATOD, Violence and Trauma and Sexual Exploitation of Children and Teens. x Secondary /Trauma informed training for school site administrators and staff Family and Community Engagement: x Increase collaborative partnership with parents, family members and community members. x Resource training for family members and community partners x Utilize multiple approaches to address various needs of families. x Increase and strengthen school

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 D Q G V W U D W H J L H V G H V L J Q H G W R D G G U H V V V W X G H Q W V ¶ E D U U L H U V W R O H D U Q L Q J H J conduct or policy regarding student behavior expectations.

ACTIVITIES

Student Leadership Conferences : educate 6-12 grade students on higher education opportunities through college and career exploration, to provide cultural awareness and provide training for parents on how to support W K H L U F K L O G ¶ V H G X F D W L R Q D O Q H H G V D Q G G U H D P V

Summer Matters : Addressing potential summer learning loss for low income families by providing high quality, free, summer learning programs from high need communities. Programming offers include: SummerQuest ± academic and enrichment based program for K-6, Summer at City Hall and Ambassador program.

Summer of Service : transitioning middle and high school students learn and develop leadership skills through active participation in service projects unique to the needs of individual communities

Challenge Days/ Culture and Climate/Prevention and Intervention Programs : aim to increase feelings of safety and belonging at k-12 school sites by building character and reducing the level of bullying and violence among students

TUPE Prevention Activities

STRENGTHS	NEEDS
‡ The District provides supports to sites in providing alternative disciplinary action other than suspension such as a counseling or restorative program ‡ A Saturday School program is in place at most high schools to address discipline as well as drug and alcohol related issues ‡ Development of Board Policies that specifically prevent bullying and harassment of students. ‡ Intentional programming to increase school climate and culture by building character and reducing the level of bullying and violence among youths. ‡ Evidence based programs that addresses youth and gang violence and provide intervention to highly at-risk youth ‡ A system is in place to identify truancy, and provide early intervention/ ongoing services to students and their families ‡ Strong partnership with law enforcement to discuss campus safety issues ‡ The District has a clear set of emergency procedures	‡ Integrate ATODV issues into professional by

‡ Ongoing data collection and evaluation including: Alcohol, Tobacco, and other Drug and Violence (ATODV) district surveys, suspension data, outside evaluation and end of the year reports, crime incidents, expulsion, suspension, discipline problems and CHKS surveys. ‡ The District has increased partnerships to assist with the expansion of violence/bullying prevention efforts x After school programs support and enhance school day learning objectives by providing one-to-one and small group tutoring, homework assistance and a variety of enrichment and recreation activities during high risk hours between 3 ±6 p.m.	

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: Primary: Spring 2013 Secondary: Spring 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarette decrease biennially by:	5th 5 % 7th 12 %	5th 1 % 7th 1 %
The percentage of students that have used cigarettes wit the past 30 days wi decrease biennially by:	7th 3% 9th 6 % 11th 4 %	7th 1% 9th 2 % 11th 2 %
The percentage of students that have used marijuana will decrease biennially by:	5th 4 % 7th 14 %	5th 1% 7th 2%

The percentage of students that have used alcohol within past 30 days will decrease biennially by:	7th 10% 9th 23% 11th 24%	7th 2% 9th 2% 11th 2%
The percentage of students that have used marijuana wit the past 30 days will decrease biennially by:	7th 8% 9th 22% 11th 20%	7th 1% 9th 2% 11th 2%
The percentage of students that feel very safe at school w increase biennially by:	5th 48% 7th 22% 9th 14% 11th 19%	5th 2% 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 19% 9th 18% 11th 12%	7th 2% 9th 2% 11th 2%

Truancy Performance Indicator

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
Not Applicable		

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 AppendixC. 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
Second Step	ATODV	K-8	8,000	8/2014	ON-GOING	IN USE
School Connect	ATODV	9-12	4,000	8/2014	ON-GOING	IN USE
Steps to Respect	ATODV	3-6	4,000	8/2013	ON-GOING	IN USE

Project N-O-T	ATOD	7-12	50		ON-GOING	IN USE
Project Alert	ATOD	6-8	[redacted]			

X			
X	Family and Community Collaboration	ATODV	K-12

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
3 U R Y L G H D G H V F U L S W L R Q I R U K R Z W K H / ($ Z L O O F R Q G X F W U H J X O D U H Y D O X D W L R Q V R I
use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- District will continue to administer CHKS student and teacher survey biennially. Will ensure that there is at least 60% participation rate at all grade levels (7th, 9th and 11th) in order to have a solid student sample.
- Resiliency and custom modules will be used due to the focus on youth development.
- CHKS results will be shared with the school site administrators, teachers, Tobacco Advisory Committee (TAC), ~~Youth~~ and all the other stakeholders such as after school program providers, local law enforcement agencies and SROs.
- 5 H V X O W V Z L O O E H S X E O L V K H G L Q W K H G L V W U L F W Q H Z V O H W W H U ³H & R Q Q H F W ´
- Changes in the performance measures and objectives will be made according to the needs of the district. Suspensions, expulsions and truancy reports will be analyzed to see the district-wide ATODV trends
- x

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will

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.

Regular communication with parents occurs from the beginning of the school year. ATODV information is included in the annual parent rights notification, as is information about parent rights, student expectations, rules and regulations, disciplinary procedures, academic expectations, and school calendars. Each school has a parent newsletter that informs parents of a variety of issues, including: ATODV, bullying and safe schools, and parent involvement. The newsletter may also include results of student and parent surveys, focus groups and/or other data. Other parent engagement activities include: Open House, Back to School Night, PTA/PTO
activities monthly PIE (Parent Information Exchange) meetings, school parent engagement meetings, Parent University (academic and higher education focused monthly parent meetings at school sites), Parents Leadership Pathway Program (three-

TUPE Services for Pregnant Minors and Minor Parent s (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.

Upon identification P L Q R U V D U H U H I H U U H G W R & K L O G ' H Y H O R S P H Q W , Q I D Q W 7 R G G O H U 3 U R J U needs, including whether the minor uses tobacco or he/she has family members who use tobacco products. The Youth Development Supportive Services Department School Nurse follows up with minors who use tobacco or who are exposed to tobacco by family. SCUSD has facilities established for pregnant and parenting teens. Comprehensive support services are provided on site and collaborative efforts are organized through a variety of community partnerships. Minors are referred to a cessation program established by La Familia, Inc. or Another Choice Another Chance (ACAC).

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
Coordinator II,	.10 FTE
Specialist II	.10 FTE
Youth Services Specialist	.65 FTE
Youth Services Specialist	.35 FTE
Nurse	.35 FTE
Office Technician	.10 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

	Schools annually review college prep (a-g) offerings to ensure coursework is rigorous, relevant and aligned to post-secondary expectations. Students are encouraged to take college prep course of study to meet the minimum eligibility requirements (a-g) for admission to the University of California (UC) or California State University (CSU.)	All	x Ongoing x High School Principals, x Area Asst. Superintendent

	Targeted and "wrap-around" support is identified via team meetings, individual SST, 504, IEP, language review, or SART meetings. Team develops plan to provide needed support.	Students not meeting grade level or course benchmarks	x High School Principals x Area Asst. Superintendent	x SST, IEP, 504 meeting calendar x Meeting notes x Results of student progress	LCFF Title One

	0 H Q ¶ V : R P H Q ¶ V / H D (Academy Helps youth gain and apply leadership skills through restorative justice principles.	Targeted students Grades 7-12	x Weekly classes held on selected school sites x YDSS Specialist x YDSS

	Foster Youth Liaison FYS (Foster Youth Services) Coordinator is mandated by state to support all students with AB490, AB167 and AB1933 addressing, facilitating and supporting school placement and enrollment of foster youth.	All qualified students	x Ongoing x Foster Youth Services Coordinator	x Foster Youth Enrollment	FYS Supplemental Title I, NorD

YDSS Targeted Prevention and Intervention group support for SCUSD youth

- Best of Me Project
- 9/10 Step UP
- Junior Retreat
- Senior Business
- Girls Empowered
- Students Together Reducing Exploitation and Trafficking Team (STREAT Team)

	meetings to identify area of need and provide support via district, county, or community based programs that can provide targeted intensive support and help prevent absence/school drop-outs. Services include case management and access education and needed resources such as support for pregnant minors and teen parents. Additional supports include: 1- AB922, Hickey, Gerber, North Area Community, Boys and Girls Club, El Centro, NCCT. 2- County Probation Officers for juvenile justice re-entry meeting 3- Attendance Coordinator (Incentive Programs, Letters, SART, SARB, PACT) 4- Dropout Prevention Specialist (Home Visits) 5- Always Knocking	Referred Students

	referral process for SCUSD students to provide resources, case management and support for youth and families.				
	Foster Youth/AB167 review within 30 day of enrollment to create an education plan that allows the youth to graduate under state requirements 130 credits to increase graduation rates for eligible foster youth.	Grade 11-12	x Ongoing x YDSS Specialist x YDSS Program Associates x Site Administration x Site School Counselors	x Graduation rates x Attendance	Title I, Nor D FYS Supplemental
	ILP Class Current and former foster youth participate in ILP class each semester, providing the youth with positive social interaction with peers and community resources while earning recover school credits during the after school space.	Grades 10-12	x YDSS Specialist x YDSS Program Associates x Site Administration x After School Program Manager	x Attendance in program x Persistence in program x Building	

Utilize the Connect Center as a resource to provide students and families with the necessary counseling, health and psychological services

	Utilize the Summary of Answers and Skills (SOAS) report to identify specific areas where students are struggling and provide intervention	Grades 9-12 Students	x Ongoing x GATE Coordinator x Secondary Site Administrators x AP School Team x Counselors & Teachers	x School site teams to work collaboratively to identify areas of strength and areas of challenge and plan for adjustments in

	participation and AP/IB test participation		x AP School Teams x Secondary Site Administrators x Counselors & Teachers	classes will increase	
	Establish common student practices for a personalized online college and career planning kit	Grades 10-12 Students	x Ongoing x GATE Coordinator x		

	Implement a district-wide AP/IB marketing and recruitment campaign by 2015-2016	Grades 9-12 Students	x 2015-2016 x Chief Communication Officer x GATE Coordinator x AP Leadership Committee x AP Teachers x Counselors	x Marketing Material (flyers, electronic communications, etc.) x Enrollment in AP Courses	General Funds-LCFF

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experience difficulty mastering state standards.

d) Provide continuous professional learning opportunities for

Services provided:

- Information and referral
- Assessment and evaluation
- Coordination of individual and family counseling
- Youth and parent groups
- Training and education
- Crisis intervention
- Health insurance enrollment

Community partners include: Panacea Services, Sacramento
& R X Q W \ & K L O G U H Q ¶ V 0 H Q W D O + H D O W K
Legal Services of Northern California, Cover the Kids, and
Teachers for Healthy Kids

Resource Center Collaborative.

- FACE provides single trainings and presentations on a variety of subjects such as Bullying Prevention and Positive Parenting.
- The ³6DFUDPHQWR *RHV %DFN WR 6FK

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

Part III
Assurances and Attachments

ASSURANCES

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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 6HFUHWDU\ PD\ UHDVRQDEO\ UHTXLUH WR FDUU\ RXW WKH 6HFUHWDU\¶V 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 4^{th} and 8^{th} grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Inv.71 T<6(d)-3(ing>0(.71 T<6(d TmM.CID 10>> BDC BT /F2 12 T

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 F R R U G L Q D W H G Z L W K W K H V W X G H Q W ¶ V K R a student F K R R O S D U 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 &DOLIRUQLD¶V DFDGHPLF FRQWHQW VWDQGDUGV 7KLV with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- x 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:
    - x Strategies for using technology to improve academic achievement and teacher effectiveness.
    - x Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    - x 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.
    - x 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.
    - x 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.
    - x A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    - x 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.
    - x A description of how the applicant will integrate technology into curricula and

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

- Any LEA that

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:

- x Will be used to make decisions about appropriate changes in programs for the subsequent year;

- x 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

- x 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

SIGNATURE PAGE

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

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

José L. Banda
Print Name of Superintendent

_____ _____

Signature of Superintendent Date

APPENDIX A

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be

APPENDIX C

Science -Based Programs

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E

APPENDIX D

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

Research -based Activiti es Activities

APPENDIX E

Promising or Favorable Programs

(LWKHU WKH 8QLWHG 6WDWHV 'HSDUWPHQW RI (GXFDWLRQ¶V ([SHUW 3DQHO on Violence and the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: <http://www.californiahealthykids.org> (California Healthy Kids Resource Center: Research-Validated Programs)

B: <http://www.colorado.edu/cspv/blueprints/index.html>(University of Colorado: Blueprints)

C: <http://www.modelprograms.samhsa.gov>(Center for Substance Abuse Prevention: Model Programs)

D: <http://www2.edc.org/msc/model.asp> (United States Department of Education: Expert Panel)

E: <http://www.gettingresults.org/> (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			

Linking the Interests of Families and Teachers (LIFT)	K to 5				x		B, C, D
/LRQ¶V 4XHVW :RUNLQJ 7RZDUG 3HDFH	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D