

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

**LOCAL EDUCATION AGENCY PLAN**

mail original and two copies to: **California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814 - 5901**

**LEA Plan Information:**

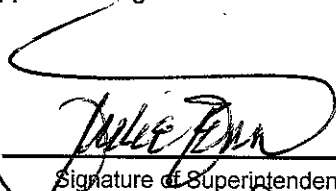
Local Educational Agency (LEA): Stockton Unified School District  
County/District Code: 39 68676  
Dates of Plan Duration: 2012-2017  
*(should be five - year plan)*  
Date of Local Governing Board Approval: 2/23/2016

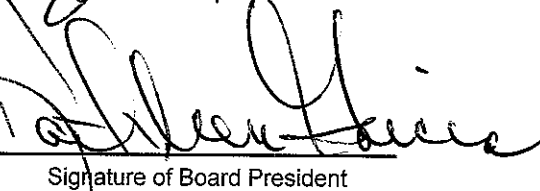
**LEA Information:**

Superintendent: Ms. Julie Penn  
Address: 701 North Madison St.  
City, State Zip: Stockton, CA 95202  
Phone: (209) 933-7000  
Fax: (209) 933-7071

**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.

Ms. Julie Penn	2/23/2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Kathy Garcia	2/23/2016	
Printed or typed name of Board President	Date	Signature of Board President

**Local Education Agency Plan  
Stockton Unified School District**

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## Part I Background and Overview

### **Background**

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.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

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 2015-2016.
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 LEA Plan, and 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 (SPSA)**

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>)
- Title III Accountability Reports (AMAO 1, 2 & 3) 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 10<sup>th</sup> 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?

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

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$2,987,955.00	\$16,931,754.00	\$16,931,754.00	85.0%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	\$2,109,187.00	\$2,465,998.00	\$4,052,932.00	88.7%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	\$964,083.00	\$975,683.00	\$1,901,731.00	98.0%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education		\$456,801.00	\$438,529.00	96.0%
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
School Improvement Grant (SIG)	\$3,218,755.00		\$3,218,755.00	100%
Tobacco Use Prevention Gr. 6-12		\$694,748.00	\$665,985.00	95.9%



## Part II The Plan

### 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://chks.wested.org/>.

### 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**

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

The Stockton Unified School District (SUSD) serves over 39,000 students in grades TK-12. The district is comprised of 42 TK-8 schools, four comprehensive high schools, five small high schools, and one alternative high school, one special education school, one adult school, inclusive of five charter schools. SUSD is proud of its diverse population which includes approximately 11% African American, 2% American Indian, 9% Asian, 4% Filipino, 64% Latino, 1% Pacific Islander, and 6% White students. Our English Learner population represents approximately 27% of our student body, and they speak 30 different languages. In addition, nearly 82% of our students in the 2014-15 school year qualified for free/reduced meals. (Source: November 2015 Illuminate Enrollment for Regular and Dependent Charter Schools & 2014-15 CDE Dataquest / Ed-Data)

SUSD has approximately 2200 employees including teachers, administrators, and classified employees who support our district in a variety of roles.

The SUSD's mission is to provide a learning community that challenges all students to realize their greatest potential. As a district, we are developing a blueprint for student achievement that will guide us towards excellence in academic achievement and the elimination of the achievement gap. This plan intends to foster the intrinsic motivation of teachers and students while engaging educators and students in progressive model of response to instruction and intervention (RTII). As a district, we are confident that our blueprint will positively affect all teachers and students and result in district-wide and school-wide improvements.

### **Our Mission**

The students of Stockton Unified School District are our most valuable resource and together with our community, we have an obligation to provide them with a world-class education. It is our solemn responsibility to provide every student with high quality instruction, a well rounded educational experience, and the support necessary to succeed.

### **Goals for Students**

1. Every child will read and comprehend at the proficient level by the end of 3rd grade.
2. Every child will demonstrate mastery of Algebra concepts and application by the end of 9th grade.
3. Every English Learner child will be redesignated as Fluent English Proficient by the end of 8th grade.
4. Every child will graduate and be college or career ready by the end of 12th grade.

## 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, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:**

- 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.

In addition to state mandated assessments, SUSD implements local assessments to monitor student progress toward meeting state standards. The Measures of Academic Progress (MAP) is a district-wide, standards-based assessment aligned to the Common Core State Standards (CCSS), by grade and subject level for reading and mathematics. The MAP was developed by the North West Education Association (NWEA). The assessments are administered each fall, winter, and spring to students in grades K-11, and to all English Learner students in grades K-12.

For students in kindergarten through twelfth grade, the district is implementing new district developed Unit of Study (UOS) assessments based on CCSS units of study. These assessments, in ELA and math, were developed by teachers and pilot tested in the 2013-14 year. Their first full year of implementation was during the 2014-15 school year, and they will continue to be revised as necessary. These assessments provide standardized formative information for teachers at a minimum of four times per year, and they are consistent with our transition to CCSS. UOS assessments are useful for reporting student results to teachers and to parents through report cards. In addition to these district-wide assessments, teachers are developing a variety of school-wide and classroom-based formative assessments, each of which are supported through Illuminate, the data management system. Using Illuminate, teachers are able to administer assessments online or via paper-and-pencil. Results are available nearly instantaneously for teachers, making assessment results useful to practically information instruction on a daily basis to support teacher planning for instructional choices.

Teachers use results of these district-wide, school-wide, and classroom-based assessments to monitor students' academic progress toward mastering the CCSS. They are used to enable students who may be initially low-achieving to reach a higher level of performance. Additionally, they can be one of many measures to help identify students who are at-risk of failure. Results are shared among grade-level or departmental teachers, as well as with parents and students (where age appropriate). These results are used to communicate the progress being made towards, and adjustments needed, to ensure students meet the academic achievement standards.

**Performance Goal 1:**

**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.**

**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
<p>1. Alignment of instruction with content standards:</p> <p>Ensure Instructional Alignment Ensure that classroom instruction is aligned with the California Common Core State Standards (CCSS) and the standards aligned instructional curriculum Units of Study (UoS), including technology based materials on the Programs and Practices section of the Blue Print for Student Achievement. Professional Learning Community (PLC) teacher leaders meet bi-monthly (if not weekly) for each PLC.</p> <p>High School Support For ELA, Math, Science, World Language, and History/Social Science chairs meet quarterly. Professional Learning Community (PLC) teacher leaders meet bi-monthly (if not weekly) for each PLC.</p> <p>Instructional Coach (Elementary) Trained experts in the uses of the CCSS. Coaches will be trained quarterly and support student achievement through the effective use of instructional materials, data driven decision making, and articulated (horizontal and vertical) instructional practices.</p> <p>Illuminate Assessment and Data Repository Illuminate serves teachers, schools, and district administration as a data and assessment repository. District Units of Study (UoS), Performance Task and Post Test assessments, including MAP, and summative assessments are available for analysis and instructional planning. Program and district assessments are standards based and will be used to monitor student progress and make curriculum adjustments as well as program evaluation.</p>	<p>Curriculum and Instruction, Principals, Coaches, Department Chairs 08/15/2012 - 06/30/2017</p> <p>Principals 07/01/2014-6/30/2017</p> <p>Curriculum and Instruction 07/15/2012 - 06/30/2017</p> <p>Research and Accountability 07/15/2012 - 06/30/2017</p>	<p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Release Time</p> <p>Site Based Coaches, Specialists Salaries</p> <p>License/Software</p>	<p>\$709,977.50</p> <p>\$209,000.00</p> <p>\$157,500.00</p>	<p>Title II</p> <p>Title I, Title II</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>MAP Measurement of Academic Progress (MAP) is a nationally normed skills based computer assessment that measures the reading level (and math level) of all K-12 students. MAP will be administered to all K-11 students, plus grade 12 English Learners (ELs). MAP is part of the Student Placement system identified in the Procedure section of the Blueprint for Student Achievement.</p>	<p>Research and Accountability 07/15/2012 - 06/30/2017</p>	<p>License/Software</p>	<p>\$195,000.00</p>	<p>Title I</p>
<p>Beginner Teacher Support and Assessment (BTSA) Ensure that all new teachers participate in Beginning Teachers Support and Assessment to receive support in providing standards-aligned instruction.</p>	<p>Curriculum and Instruction 07/15/2012 - 06/30/2017</p>	<p>Teacher Additional Compensation, Substitutes, Specialist Salaries,</p>	<p>\$127,817.00</p>	<p>Title II</p>
<p>Curriculum Mapping Create annual instructional guides for Units of Study (UoS), Open Court, Transitional Kindergarten and distribute for implementation.</p>	<p>Curriculum and Instruction 07/15/2012-06/30/2017</p>	<p>Salaries</p>		<p>Title II</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District Support of Core ELA Curriculum The district will provide core curriculum assessments, Units of Study (UoS) a system for collecting data from those assessments, and professional development for all teachers. Teachers in K-1 will be provided additional support in administering assessments, as measured by use of assessments and MAP noted in the District Data Cycle. Additionally, the district has developed Units of Study for English Language Development (ELD) grades 3-6 and plan to revise and develop more UoS ELD in 2014-15.</p> <p>Curriculum Department Professional Development Support Staff will provide instructional coaching and Professional Development (PD) to support the implementation of the R/ELA California Common Core State Standards (CCCSS) through site based training and demonstration lessons that are designed to engage all students at both Elementary and Secondary Levels.</p> <p>Support CCCSS Professional Development by providing learning opportunities that:</p> <ul style="list-style-type: none"> <li>• instruct teachers on how to deconstruct R/ELA CCCSS and the variety of curriculum resources and materials that are provided by the district to help all students master grade-level standards</li> <li>• provide examples of best practices to help teachers adapt their teaching strategies so that all students can meet or exceed grade-level standards;</li> <li>• suggest strategies that are scientifically research-based and have the greatest likelihood of ensuring all students will meet grade-level standards</li> <li>• focus on making ELA content accessible to all students and developing academic content language for English Learners and targeted populations</li> <li>• acquaint teachers with the diagnostic materials of standards based MAP test</li> <li>• explain how to use the assessment and intervention systems in place that support the instructional materials</li> <li>• explain how to use the materials to actively engage all students, including targeted subgroups, in the learning process</li> <li>• utilize common assessments to develop a consistent method of evaluating student progress</li> <li>• use materials to differentiate instruction</li> </ul>	<p>Educational Services, Principals, Coaches, Department Chairs 07/15/2012-06/30/2017</p> <p>Curriculum and Instruction, Specialists, Coaches 07/15/2013-06/30/2017</p>	<p>Additional Compensation, Substitutes, Salaries</p>	<p>\$377,181.50</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Implement Student Placement and Monitoring System Train site administrators on Student Placement and Monitoring System for all students K-12 based on the Procedure section of the Blueprint for Student Achievement.	Educational Services, Principals 07/15/2012 - 06/30/2017			General Fund
Addressing GAPs in the CORE The district will assist in the identification of supplemental resources to the CORE where deficits have been identified.	Curriculum and Instruction 08/15/2012 - 06/05/2017			
Create Common Formative Assessment Materials Using standards based materials from state-vetted sources, create district-wide CCSS assessments for K-12 ELA core curriculum. Ensure equal representation from all sites as well as SDC, SDAIE, and ELD teachers.	Curriculum and Instruction, Research and Accountability 07/01/2013 - 06/05/2017	Additional Comp Time, Salaries		Various Sources
Distribute and Post Adopted Units of Study (UoS) Materials All grade levels have materials that are consistent across the district and are adequate in number for every student in the district.	Curriculum and Instruction 08/15/2012 - 06/05/2017			General Fund
Monitor Student Outcomes Student outcomes will be monitored. Student strengths and weaknesses will be identified by ELD assessments, and ELA Units of Study (UoS) Performance Tasks and Post Tests. Support will be provided to sites as they review assessment data and examine student work.	Educational Services, Principals, 08/01/2012 - 06/30/2017			General Fund
Coach Support Elementary Coaches and High School Department Chairs/PLC Leaders will support teachers in the use of Direct Interactive Instruction during ELA and ELD. Coaches from the Language Development Office support teachers with Specially Designed Academic Instruction in English (SDAIE) strategies to enhance instruction for EL students.	Educational Services, Principals 08/01/2012 - 06/05/2017	Coaches, Salaries		Various Sources
Administrative Support District personnel provide administrative and professional development support to sites to assist teachers and students in meeting their academic goals to achieve success.	Educational Services 08/15/2013 - 06/30/2017	Salaries	\$960,483.00	Title I, Various Sources

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Writing Across the Curriculum (Secondary)</p> <ul style="list-style-type: none"> <li>The Curriculum and Instruction department will establish a professional development calendar to train Science and Social Science teachers in the Six Traits of Writing and how it applies to their specific subject area. The PD will include the creation of common writing assessments for each subject area.</li> <li>HS Department Chairs are (in progress) working on creating a universal rubric for writing for all disciplines incorporating 6 Traits, CCSS, and site expectations: to be completed by June 2015 and ready for full implementation in 2015-2016.</li> </ul> <p>3. Extended learning time:</p> <p>Student Identification Identify student needs, based on multiple measures of assessment and establish academic grouping to meet student needs and program requirements.</p> <p>Learning Groups Define needs of each group by reviewing test scores and daily work production.</p> <p>Staff Training Train after school/extended year staff on identified programs, i.e. APEX, ASES, Rosetta Stone, EL Tutoring Program.</p> <p>English Learner (EL) Support SUSD offers various programs to support EL students i.e. Pacific Academic Support/Tutors, On-line Supplemental ELD Instruction/Rosetta Stone, Art Infused ELD Music afterschool programs, Extended Year/Summer Session for grades K-12.</p> <p>Monitoring of Student Progress Review student progress based on multiple measures and adjust interventions.</p>	<p>Curriculum and Instruction 07/15/2012 - 06/30/2016</p> <p>Principals, Department Chairs 07/15/14-06/30/15</p> <p>Educational Services, Principals 07/15/2014 - 06/30/2016</p> <p>Teachers 08/12/2014-06/30/2016</p> <p>Educational Services, Principals, Program Experts 07/15/2012-06/30/2016</p> <p>Language Development Office 08/05/2014-07/31/2016</p> <p>Teachers 08/12/2014-06/05/2016</p>	<p>Site Based</p> <p>Additional Compensation, Release Time</p> <p>Teacher Salaries</p> <p>Additional Compensation, Contract Services</p> <p>Additional Compensation, Contract Services</p> <p>Additional Compensation, Salaries</p>	<p>\$40,584.50</p>	<p>Title I</p> <p>Various Sources</p> <p>Title III</p> <p>Various Sources</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>Increased Learning Time (ILT) : An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks.</li> </ul> <p>(SIG schools: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>SIG Director, Principals 07/01/2012-06/30/2016</p>	<p>Additional Compensation, supplies and materials</p>	<p>\$1,609,377.50</p>	<p>School Improvement Grant (SIG)</p>
<p>4. Increased access to technology:</p> <p>District Technology Initiatives: SUSD purchased and deployed to sites over 10,000 Chromebooks in 2014-2015 and 10,000 in 2015-16 for implementing intervention programs and district benchmark assessments to monitor student progress and address student achievement gaps.</p> <p>SUSD will initiate wireless network upgrade process. This is a multiyear process as it is involving Erate funds as well as other SUSD funds.</p> <p>SUSD is bringing back a teacher site technology cadre. The cadre consists of technology savvy teachers who will assist their colleagues on site with instructional technology professional development.</p> <p>SUSD parents will have access to communication tools which allow them to access their child's educational records to help monitor their progress and communicate with teachers.</p> <p>SUSD uses instructional technology programs to supplement CORE and to monitor student achievement e.g. Accelerated Reader, Compass Learning, Rosetta Stone, APEX and Advanced Pathways.</p> <p>SUSD purchased laptops for home use in 2013-14 along with Rosetta Stone licenses for Grades 6-12, Level 1 and 2 EL students. In 2014-15 the district purchased additional licenses to include all grades. Additionally some sites purchased e-books in English and Spanish.</p>	<p>Curriculum and Instruction, Information Services 04/01/2014-6/30/2016</p> <p>Information Services 07/01/2014-6/30/2016</p> <p>Curriculum and Instruction 07/01/2014-6/30/2016</p> <p>Information Services 07/01/2014-6/30/2016</p> <p>Curriculum and Instruction 07/01/2014-6/30/2016</p> <p>Language Development Office 07/01/2013-6/30/2016</p>	<p>Purchase of student Chromebooks</p> <p>Upgrade Wireless Network,</p> <p>Additional Compensation</p> <p>License Software</p> <p>License Software</p> <p>License Software</p>	<p>\$1,397,204.00</p> <p>\$50,000</p> <p>\$55,461.50</p> <p>\$68,138</p>	<p>Title I</p> <p>E-Rate</p> <p>Title II</p> <p>Title I</p> <p>Various Sources</p> <p>Title III</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Teacher PD Provide CCSS materials based professional development to all teachers, including effective instructional strategies as outlined in Blueprint for Student Achievement.</p> <p>Open Court PD for Kindergarten and Grade 1 teachers. Open Court curriculum addresses the CCCSS Foundational Standards.</p> <p>Big Day PD for Transitional Kindergarten Teachers. Big Day curriculum addresses the Foundational Preschool Standards and Kindergarten CCCSS,</p>	Curriculum and Instruction 07/27/2012 - 06/30/2017	Additional Compensation, Substitutes	\$377,181.50	Title II
<p>New Hires or Grade Changes Provide ongoing training in the ELA Units of Study and CCSS materials to new hires and grade change teachers.</p>	Curriculum and Instruction 07/27/2012 - 06/30/2017	Additional Compensation, Substitutes		Title II
<p>English Learner (EL) Teacher Professional Development Provide training for teachers of English Learner (EL) students emphasizing Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) using adopted materials.</p>	Language Development Office, ELD Coaches 05/11/2014 - 06/30/2017	Additional Compensation, Substitutes	\$450,000.00	Various Sources
<p>Secondary Teachers HS Department Chairs are (in progress) working on creating a universal rubric for writing for all disciplines incorporating 6 Traits, CAHSEE, CCSS, and site expectations: to be completed by June 2015 and ready for full implementation in 2015-2016. PD will include calibration of writing prompt assessments.</p>	Site Department Chairs 07/15/2014 - 06/30/2016	Additional Compensation, Release Time		Various Sources
<p>Coaching/Department Chairs/PLC Leaders Curriculum/coaching training provided by the Curriculum Department to support teachers and administrators to support teachers and administrators. Content Professional Development through Catapult Learning.</p>	Curriculum Department, Principals 07/27/2010 - 06/30/2016	Salaries Consultant Agreement		Title II, Title I
<p>Principal Planning Team All administrators will receive professional development based on effective Instructional Leadership strategies tied to Rigorous Curriculum Design (RCD)/CCSS and Professional Learning Communities (PLC)/Data Teams.</p>	Educational Services 08/12/2012 - 06/30/2016	Leadership in Learning, Solution Tree	\$191,042.50	Title II

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>PLC/Data Team Training/Collaboration The SUSD PLC model is supported by a systems approach to data analysis and discussions. Schools will be expected to initiate data conversations with staff using Illuminate based data and district developed protocols for collaboration, for all significant subgroups i.e. EL, SWD, SED, and Foster Youth.</p>	<p>Educational Services, Research and Accountability 08/12/2012 - 06/15/2016</p>	<p>Leadership in Learning, Solution Tree</p>	<p>\$191,042.50</p>	<p>Title II</p>
<p>Site Administrator Support The Curriculum and Instruction, Language Development Office, and Educational Services Departments work with site administrators to address weaknesses identified in data to provide professional development and coaching to maximize student outcomes.</p>	<p>Educational Services 08/01/2012 - 06/30/2016</p>	<p>Monthly meetings, PD</p>		<p>Various Sources</p>
<p>Administrative Support of Goals In order to support the goals of meeting proficiency in all program areas, the district provides site support to all schools through administrative personnel that both guide and collaborate to improve the achievement and social well-being of all students. Additionally, support for teachers and administrators is given through professional development to meet their needs. Administrators meet weekly to coordinate and communicate progress in achieving district initiatives,</p>	<p>Educational Services 08/15/2012-06/30/2016</p>	<p>Leadership in Learning, Solution Tree</p>	<p>\$191,042.50</p>	<p>Title II</p>
<p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>• Climate PD: Training on Cultural Sensitivity (No Bullying); Parent-Teacher Home Visit Project for teacher training in visiting students where they live.</li> <li>• Staff Development: Supplemental Common Core Strategies PD and Professional Learning Communities (PLCs).</li> </ul> <p>(SIG schools: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>SIG Director, Site Principals 07/01/2012-06/30/2016</p>	<p>Additional Compensation, Stipends,</p>		<p>Various Sources</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Preschool Support</p> <ul style="list-style-type: none"> <li>Teachers - Literacy and Language Foundations: Ensure all teachers possess the knowledge in the principles of literacy and language foundations and strategies that support preschool children's learning as measured by the Preschool Developmental Skills exam.</li> <li>Preschool Teachers : During the 2015-16 school year, Preschool teachers were provided with 21 hours of Professional Development training that encompassed the following areas; 1). Math, English Language Art and Science Preschool Foundations 2). Licensing and the 3). Desired Results System.</li> <li>Transitional Kindergarten Teachers: During the 2015-16 school year, Transitional Kindergarten teachers were provided with 18 hours of Professional Development training that encompassed the following areas; 1) Brain Development 2). Developmentally Appropriate Practices 3). Transitional Kindergarten Standards and the alignment with Preschool Foundations and Common Core Kindergarten Standards.</li> </ul>	<p>Research and Accountability 07/01/2012 - 06/30/2016</p> <p>Debra Keller 07/01/2012 - 06/30/2016</p> <p>Debra Keller 07/01/2012 - 06/30/2016</p>	<p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p>		
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Measures of Academic Progress (MAP) MAP is a nationally normed skills based computer assessment that measures the reading level (and math level) of all K-12 students. MAP will be administered to all K-11 students, plus grade 12 English Learners (ELs). MAP is part of the Student Placement system identified in the Procedure section of the Blueprint for Student Achievement. Results are shared with parents.</p> <p>District Parent Notifications Send district-wide written or electronic notification to all households of registered students regarding pertinent academic information and EL programs. All notices are provided in the primary language whenever 15% or more of parents speak that language.</p> <p>Parent Communication Tools SUSD parents will have access to tools which allow them to review their child's educational records to help monitor their progress and communicate with teachers. Both the Parent/Community Empowerment department and school sites provide training opportunities as requested by parents.</p>	<p>Research and Accountability 8/15/2012-06/30/2016</p> <p>Curriculum and Instruction, Principals 07/01/2012-06/30/2016</p> <p>Information Services 08/15/2012-06/30/2016</p>	<p>License Software</p> <p>Translations, Mailings</p> <p>License Software</p>	<p>\$195,000.00</p> <p>\$55,461.50</p>	<p>Title I</p> <p>General Fund</p> <p>Title I</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>Academic Parent-Teacher Teams (APTT): A systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction.</li> <li>Family and Community Engagement.(some examples): Parent Connection Coffee Hours; monthly parent meetings with Counselor, Literacy Specialist; Family Literacy Project; Parent Teacher Student Association; annual Literacy; parent/school announcements; campus clean-up day; Take-home Reading Program; awards assemblies.</li> <li>Professional Development: Training on Cultural Sensitivity, Parent Engagement using APTT, and No Bullying.</li> </ul> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>SIG Director, Site Principals 07/01/2012-06/30/2016</p>	<p>Additional Compensation, Substitutes, and additional instructional materials and supplies.</p>		<p>Various Sources</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Strategic and Intensive Interventions</p> <ul style="list-style-type: none"> <li>Opportunities will be provided for all students not making adequate progress in reading based on district and state assessments.</li> <li>Supplemental instructional technology programs will be used to support students i.e. Imagine Learning, Compass Learning, Accelerated Reader, Rosetta Stone, APEX and Advanced Pathways.</li> </ul> <p>Area Articulation Plan and implement meetings and professional learning opportunities that focus on sharing strategies for ensuring that all students receive coherent, standards-aligned ELA instruction. These meetings would provide the opportunity for planning effective transitions for students from one level to the next and for coordinating effective parent communication about these critical transitions.</p>	<p>Curriculum and Instruction 07/01/2012-6/30/2016</p> <p>Area Leads, Principals 07/01/2014-6/30/2016</p>	<p>License Software</p>	<p>\$1,372,138</p>	<p>Title I, Title III</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Transitioning from Preschool to Kindergarten SUSD provides a menu of transition activities for preschool students. Transition activities may vary from site based on the site need to promote connections among children, families and school. The menu of support activities range from:</p> <ul style="list-style-type: none"> <li>• provide opportunities for children to interact with their peers who will attend their kindergarten class</li> <li>• provide opportunities for children to have contact with kindergartners who help acclimate them to the kinder environment</li> <li>• establish a connection between kindergarten teacher and preschooler</li> <li>• provide opportunities for parents to participate in classroom and school events</li> <li>• provide opportunities for parents to learn about school readiness and early literacy activities</li> <li>• provide opportunities for children to practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab</li> <li>• provide opportunities for children to attend summer bridge programs</li> </ul>	<p>Debra Keller, Principals, Teachers 07/01/2012-6/30/2016</p>	<p>Site Based</p>		
<p>Transitioning from Elementary to High School SUSD provides a menu of transition activities for elementary students transitioning to high school. Transition activities may vary from site to site. The menu of support activities range from:</p> <ul style="list-style-type: none"> <li>• provide opportunities for students to visit their zone high school</li> <li>• provide opportunities to meet with HS counselors to discuss expectations and available programs</li> <li>• provide opportunities for parents to learn about specialty high school programs through Charter/Magnet Fair</li> <li>• provide opportunities for students to learn about college and career readiness through career exploration activities through AVID</li> <li>• provide opportunities for students to attend freshman orientation</li> </ul>	<p>AVID Director, Principals, Counselors 07/01/2012-6/30/2016</p>	<p>Site Based AVID</p>	<p>\$577,612.50</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Kindergarten Support The district provides a full day of instruction for all Kindergartners who are 5 years old by September 1st and a Transitional Kindergarten (TK) program for students who turn 5 years old between September 1st and December 1st.</p> <ul style="list-style-type: none"> <li>• Early registration is offered the spring before school begins.</li> <li>• Sites provide TK and Kindergarten orientation prior to the beginning of school. Parents and students meet the teachers, tour the school and receive information about TK or Kindergarten curriculum and standards.</li> </ul> <p>Student Assistance Program (SAP) The Student Assistance Program (SAP) is a process to support students needing interventions for academics, behavior or attendance. The school site SAP team identifies students' specific needs, based on teacher/parent or school referrals. The team then identifies potential site, district or community services and devises a plan that will support students in order to remove educational barriers and increase their academic achievement. This aligns with the Response to Intervention model as referenced in the district Blueprint for Student Achievement.</p> <p>Positive Behavioral Intervention Support (PBIS) The district has adopted Positive Behavior Interventions &amp; Support (PBIS), which is also aligned to the Response to Intervention model. PBIS ensures that students have the opportunity to learn in an effective instructional and positive behavioral environment, that is engaging and productive; addresses classroom management, attendance, behavioral issues; provides support for students who require specialized assistance and maximizes academic engagement and achievement for all students.</p>	<p>Principals 08/01/2012-06/05-2016</p> <p>Principals 08/01/2012-06/05/2016</p> <p>CWA Director 08/12/2013-06/05/2016</p>			
<p>8. Monitoring program effectiveness: District Monitoring System Provide teachers with a student data reporting system (Illuminate) that allows teachers to create their own formative assessments (using CCSS item bank), to inform instruction, assess and monitor student progress for all significant subgroups. The district also provides benchmark assessments (MAP), Units of Study (UoS), Pre/Post and Performance Task Assessments.</p>	<p>Research and Accountability, Principals 08/15/2012 - 06/30/2016</p>	<p>License Software</p>	<p>\$157,500.00</p>	<p>Title I</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District Support Based on needs, resources and professional development opportunities will be identified to support sites.</p> <p>Professional Learning Communities (PLC) Roles Create/Implement a system that clearly delineates the process, roles of responsibility, timeline and benchmarks for goals or projects designed to improve student achievement. Student progress will be monitored through (PLCs).</p> <p>Site Monitoring Program effectiveness will be monitored through administrative walk-throughs, tied to Direct Instruction, through the PLC process.</p> <p>Single Plan for Student Achievement (SPSA) Sites will annually review and revise their SPSA and will monitor the effectiveness of their SMART (Specific, Measurable, Attainable, Relevant, Time Bound)Goals as documented through their plan.</p> <p>School Improvement Grant (SIG) Support On going collections of data from SIG stakeholder surveys and presentations will be used in the decision making process to improve student achievement and parent engagement.</p> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>Educational Services 07/01/2012 - 06/30/2016</p> <p>Educational Services 07/15/2012 - 06/30/2016</p> <p>Principals,Leadership Team 07/15/2014-06/30/2016</p> <p>Principals 08/15/2012 - 06/30/2016</p> <p>SIG Director; Principals 07/01/2012 - 06/30/2016</p>	<p>Substitutes</p> <p>Additional Compensation, Substitutes, instructional materials and supplies</p>		<p>Various Sources</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Strategic and Intensive Intervention Provide identified students in need of strategic and intensive reading intervention with appropriate intervention to accelerate academic progress and close their achievement gap.</p> <ul style="list-style-type: none"> <li>• Strategic students receive support either through small group instruction provided by the classroom teacher, or through a push-in/pull-out program taught by an Intervention Teacher, or through instructional technology programs (i.e. Compass Learning and Accelerated Reader).</li> <li>• Intervention Teachers work with identified low-performing students in small groups to address the gaps in their learning.</li> <li>• Intensive students will receive support through the Learning Center (where available).</li> </ul>	<p>Special Education; Educational Services, Principals 07/15/2014 - 06/30/2016</p>	<p>Salaries</p>	<p>\$1,058,991.50</p>	<p>Title I</p>
<p>Long-Term English Learner (LTEL) Support Ensure that Long-Term English Learners (LTELs) are provided with appropriate language and content support in all classes to increase their language acquisition level. LTEL students have the opportunity to attend afterschool tutoring sessions.</p>	<p>Language Development Office 08/05/2014-06/30/2016</p>	<p>Additional Compensation</p>	<p>\$85,000.00</p>	<p>Various Sources</p>
<p>Homeless Education Supplemental services will be provided to Homeless students to support their educational success.</p>	<p>Families in Transition 08/05/2014-06/30/2016</p>	<p>Student Services, Salaries</p>	<p>\$153,140.00</p>	<p>Title I</p>
<p>School Choice All parents of students in PI schools have the option of sending their students to schools in the district that are not in PI. The district is responsible for transportation to the non-PI schools. Parents complete an application for school of choice transfer which is reviewed by District Choice Team and Site Principal(s). Transportation is informed of the students wanting transportation to the non-PI school for the next year. Transportation coordinates bus schedules to ensure student(s) get to their non-PI school of choice.</p>	<p>State and Federal Programs 08/05/2014-06/30/2016</p>	<p>Student Services</p>	<p>\$423,294.00</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Supplemental Educational Services The district enters into contractual partnerships with SEA-approved SES tutoring organizations (known as Providers). The district then disseminates packets of SES program information to qualifying families. Packets include an introductory letter, parent guide outlining the SES program and process for applying, a blank application for the program, and a summary of contracted SES Provider services. The district processes applications received and prioritize enrollment based on socio-economic factors and academic performance records. Enrollment rosters are distributed to school sites and SES Providers who in turn notify families of their enrollment status. The district then processes Individual Student Learning Plans (ISLP) and Attendance Records submitted by Providers, which leads to processing invoices for payment of services rendered. The district monitors Provider services through observations, phone calls, and student progress reports. Parents will be asked to complete survey on Provider services at the end of the tutoring sessions.</p>	<p>State and Federal Programs 08/05/2014-06/30/2016</p>	<p>Student Services</p>	<p>\$1,269,881.50</p>	<p>Title I</p>
<p>10. Any additional services tied to student academic needs: Transitional Kindergarten (TK) Through Grade 1 Articulation Through the district needs assessment it was evident there needed to be articulation between TK and Grade 1 in the development of standards and curriculum, to ensure students would meet Grade 1 requirements.</p> <ul style="list-style-type: none"> <li>• The district is in the process of adopting TK standards, curriculum and aligning assessments to ensure a smooth transition from TK-grade 1.</li> <li>• Additionally, the district will adopt a Phonics program that will be systematically implemented in K-1 classrooms.</li> <li>• By Grade 1 students will have developed mastery of Phonemic Awareness and Phonics, as well as, the beginning stages of comprehension based on assessments delineated in the District Data Cycle. All assessments, including MAP will be available for further analysis and instructional planning.</li> </ul>	<p>Curriculum and Instruction, Debra Keller, Teachers 08/01/2014 - 06/30/2016</p>	<p>Additional Compensation, Substitutes</p>		<p>Various Sources</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Special Education Inclusion Model Students will receive their instruction in the least restrictive environment with as little time away from the general education environment as possible. Including the development of a plan to move toward a full inclusion push in model for specialized academic instruction.</p> <p>Learning Resource Centers Selected school sites will have the Learning Center Model for their Special Education Model of service delivery. RTI will be integrated through the Learning Center Model.</p> <p>EL Students with Disabilities Instructional ELD goals are written in IEP based on students' linguistic and academic needs. Additional instructional support is provided based on students' needs and also written in IEP.</p> <p>Supplemental Programs for English Learners (ELs) SUSD offers supplemental programs that will assist with language acquisition for EL students i.e. Summer EL Program, Art Infused ELD Music programs, Pacific Academic Tutoring</p> <p>Area/Zone Meetings Facilitate opportunities for K-12 area meetings to identify reading needs and goals based on student data.</p>	<p>Special Education 08/01/2012 - 06/30/2016</p> <p>Special Education 07/01/2014 - 6/30/2016</p> <p>Special Education, Language Development Office 08/15/2012 - 06/30/2016</p> <p>Language Development Office 07/01/2013-06/30/2016</p> <p>Educational Services 08/15/2012 - 06/30/2016</p>	<p>Salaries</p> <p>Additional Comp. Contract Services</p>	<p>\$683,931.00</p>	<p>Various Sources</p> <p>Title III</p>

**Performance Goal 1 (continued):**

**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.**

**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
<p>1. Alignment of instruction with content standards:</p> <p>Ensure Instructional Alignment Ensure that classroom instruction is aligned with the California Common Core State Standards (CCSS) and the standards-aligned instructional curriculum (Units of Study), including technology based materials based on the Programs and Practices section of the Blueprint for Student Achievement.</p> <p>Professional Learning Community (PLC) teacher leaders meet bi-monthly (if not weekly) for each PLC.</p> <p>High School Support For ELA, Math, Science, World Language, and History/Social Science chairs meet quarterly.</p> <p>Instructional Coach (Elementary) Trained experts in the uses of the adopted Curriculum (Units of Study) and Direct Instruction will be utilized as part of the school site instructional programs. Coaches will be trained and support student achievement through the effective use of CCSS curriculum, data driven decision making, and articulated (horizontal and vertical) instructional practices as measured by LEA Plan Goals.</p> <p>Illuminate Assessment and Data Repository Illuminate serves teachers, schools, and district administration as a data and assessment repository. All curriculum embedded assessments, MAP, and summative assessments are available for analysis and instructional planning. Program and district assessments are standards based and will be used to monitor student progress and make curriculum adjustments as well as program evaluation.</p> <p>MAP Measurement of Academic Progress is a nationally normed skills based computer assessment that measures the math level</p>	<p>Robert Sahli, Principals, Coaches, Department Chairs 08/15/2012 - 06/30/2017</p> <p>Principals 07/01/2014 - 06/30/2017</p> <p>Principals 07/01/2014 - 06/30/2017</p> <p>Robert Sahli 07/15/2014 - 06/30/2017</p> <p>Ed Eldridge 07/15/2012 - 06/30/2017</p> <p>Ed Eldridge 07/15/2012 - 06/30/2017</p>	<p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Release Time</p> <p>Additional Compensation, Release Time</p> <p>Site based Coaches, Specialist Salaries</p> <p>License/Software</p> <p>License/Software</p>	<p>\$709,977.50</p> <p>\$209,000.00</p> <p>\$157,500.00</p> <p>\$195,000.00</p>	<p>Title II</p> <p>Title I, Title II</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>(and reading level) of all K-11th grade students, plus grade 12 English Learners (ELs). MAP is part of the Student Placement system identified in the Procedure section of the Blueprint for Student Achievement.</p> <p>Beginner Teacher Support and Assessment (BTSA) Ensure that all new teachers participate in Beginning Teachers Support and Assessment to receive support in providing standards-aligned instruction</p> <p>Curriculum Mapping Create annual instructional guides for Units of Study (UoS) and distribute for implementation.</p>	<p>Robert Sahli 07/15/2012 - 06/30/2017</p> <p>Robert Sahli 07/15/2012 - 06/30/2017</p>	<p>Teacher Additional Compensation, Substitutes Specialist Salaries</p> <p>Salaries</p>	<p>\$127,817.00</p>	<p>Title II</p> <p>Title II</p>
<p>2. Use of standards-aligned instructional materials and strategies: District Support of Core Math Curriculum The district will provide core curriculum assessments (Units of Study), a system for collecting data from those assessments, and professional development for all math teachers. Teachers in K-1 will be provided additional support in administering assessments, as measured by use of assessments and MAP noted in District Data Cycle.</p> <p>Curriculum Department Professional Development Support Staff will provide instructional coaching and Professional Development (PD) to support the implementation of the mathematics program through site based training and demonstration lessons that are designed to engage all students at both Elementary and Secondary Levels.</p> <p>Support Core Curriculum Professional Development Provide learning opportunities that:</p> <ul style="list-style-type: none"> <li>• instruct teachers on how to use adopted materials and the variety of curriculum resources and materials that are provided by the district to help all students master grade-level standards</li> <li>• provide examples of best practices to help teachers adapt their teaching strategies so that all students can meet or exceed grade-level standards;</li> <li>• suggest strategies that are scientifically researchbased and have the greatest likelihood of ensuring all students will meet grade-level standards</li> <li>• focus on making mathematic content accessible to all students and developing academic content language for English Learners and targeted populations</li> </ul>	<p>Ed. Services, Principals, Coaches, Department Chairs 07/15/2012 - 06/30/2017</p> <p>Robert Sahli, Specialists, Coaches 07/15/13-06/30/2017</p>	<p>Substitutes, Additional Compensation, Salaries</p>	<p>\$377,181.50</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>acquaint teachers with the diagnostic materials of standards based MAP test</li> <li>explain how to use the assessment and intervention systems in place that support the instructional materials</li> <li>explain how to use the materials to actively engage all students, including targeted subgroups, in the learning process</li> <li>utilize common assessments to develop a consistent method of evaluating student progress</li> <li>use materials to differentiate instruction</li> </ul>				
<p>Implement Student Placement and Monitoring System Train site administrators on student placement and monitoring system for all students K-12 based on the Procedure section of the Blueprint for Student Achievement.</p>	<p>Ed. Services 07/15/2012 - 06/30/2017</p>			<p>General Fund</p>
<p>Address GAPS in the CORE The district will assist in the identification of supplemental resources to the CORE where deficits have been identified.</p>	<p>Robert Sahli, Curriculum Department 08/15/2012-06/05/2016</p>			
<p>Create Common Formative Assessment Materials Using standards based materials from state-vetted sources, create district-wide CCSS assessments for K-12 math core curriculum. Ensure equal representation from all sites as well as SDC and SDAIE teachers.</p>	<p>Robert Sahli, Ed Eldridge 07/01/2013-06/05/2017</p>	<p>Additional Compensation, Salaries</p>		<p>Various Sources</p>
<p>Distribute and post adopted Units of Study (UoS) materials: All grade levels have materials that are consistent across the district and are adequate for every student in the district.</p>	<p>Robert Sahli, Curriculum Department 08/15/2012-06/05/2016</p>			<p>General Fund</p>
<p>Monitor Student Outcomes Student outcomes will be monitored. Student strengths and weakness will be identified by mathematics Units of Study (UoS) Performance Tasks and Post Assessments. Support will be provided to sites as they review assessment data and examine student work.</p>	<p>Ed. Services, Principals 08/01/2012-06/30/2017</p>			<p>General Fund</p>
<p>Instructional Coach Support Elementary Coaches and High School Department Chairs/PLC Leaders will support teachers in the use of Direct Instruction during mathematics instruction.</p>	<p>Ed. Services, Principals 08/03/2012-06/05/2017</p>	<p>Coaches Salaries</p>		<p>Various Sources</p>
<p>Administrative Support District personnel provide administrative and professional</p>	<p>Mark Hagemann 08/15/2013-06/30/2017</p>	<p>Salaries</p>	<p>\$960,483.00</p>	<p>Title I, Various Sources</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>development support to sites to assist teachers and students in meeting their academic goals to achieve success.</p> <p>3. Extended learning time:</p> <p>Student Identification Identify students based on multiple measures and establish academic grouping to meet student needs.</p> <p>Learning Groups Define needs of each group by reviewing test scores and daily work production.</p> <p>Staff Training Train after school/extended year staff on identified programs i.e. APEX, ASES, EL Tutoring Program.</p> <p>Monitoring Student Progress Review student progress based on multiple measures and adjust for intervention.</p> <p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>Increased Learning Time (ILT): An additional hour will be added to the school day from Tuesday through Friday of every week, a gain of 144 hours over 36 weeks.</li> </ul> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>Ed. Services, Principals 07/15/2014 - 06/30/2017</p> <p>Teachers 08/12/2014 - 06/30/2017</p> <p>Ed. Services, Principals, Program Experts 07/15/2012 - 06/30/2017</p> <p>Teachers 08/12/2014-06/05/2017</p> <p>Teresa Oden; Site Principals 07/01/2012 - 06/30/2016</p>	<p>Salaries</p> <p>Additional Compensation, Contract Services</p> <p>Additional Compensation, Materials and Supplies</p>	<p>\$40,584.50</p> <p>\$1,609,377.50</p>	<p>Title I</p> <p>Various Sources</p> <p>School Improvement Grant (SIG)</p>
<p>4. Increased access to technology:</p> <p>District Technology Initiatives SUSD purchased and deployed to sites over 10,000 Chromebooks in 2014-2015 and 10,000 in 2015-16 for implementing intervention programs and district benchmark assessments to monitor student progress and address student achievement gaps.</p> <p>SUSD will initiate wireless network upgrade process. This is a multiyear process as it is involving Erate funds as well as other SUSD funds.</p> <p>SUSD is bringing back a teacher site technology cadre. The cadre consists of technology savvy teachers who will assist their colleagues on site with instructional technology professional development.</p>	<p>Robert Sahli, Robert Torres 04/01/2014 - 06/30/2016</p> <p>Robert Torres 07/01/2014 - 06/30/2016</p> <p>Robert Sahli 07/01/2014 - 06/30/2016</p>	<p>Purchase of Student Chromebooks</p> <p>Upgrade Wireless Network</p> <p>Additional Compensation</p>	<p>\$1,397,204.00</p> <p>\$50,000</p>	<p>Title I</p> <p>E-Rate</p> <p>Title II</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SUSD Parents will have access to communication tools which allow them to access their child's educational records to help monitor their progress and communicate with teachers.</p> <p>SUSD uses instructional technology programs to supplement CORE subjects and to monitor student achievement e.g. Compass Learning, ST Math, APEX and Advanced Pathways.</p>	<p>Robert Torres 07/01/2014 - 06/30/2016</p> <p>Robert Sahli 07/01/2014 - 06/30/2016</p>	<p>License Software</p> <p>License Software</p>	<p>\$55,461.50</p> <p>\$68,000.00</p>	<p>Title I</p> <p>Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teacher PD Provide CCSS professional development to all teachers, including effective instructional strategies as outlined in the Blueprint for Student Achievement.</p> <p>New Hires or Grade Changes Provide ongoing training in the mathematics Units of Study and CCSS materials to new hires and grade change teachers.</p> <p>English Learner (EL) Teacher Professional Development Provide training for teachers of English Learner (EL) students, emphasizing Specially Designed Academic Instruction in English (SDAIE) using adopted materials.</p> <p>Coaching/Department Chairs/PLC Leaders Curriculum\ coaching training provided by Curriculum Department to support teachers and administrators.</p> <p>Principal Planning Team All administrators will receive professional development based on effective Instructional Leadership strategies tied to Rigorous Curriculum Design (RCD) CCSS and Professional Learning Communities (PLC)/Data Teams</p> <p>PLC/Data Team Training/Collaboration The SUSD PLC model is supported by a systems approach to data analysis and discussions. Schools will be expected to initiate data conversations with staff using Illuminated based data and district developed protocols for collaboration for all significant subgroups i.e. EL, SWD, SED and Foster Youth.</p> <p>Site Administrator Support The Curriculum and Instruction, Language Development Office and Educational Services Departments work with site administrators to address weakness identified in data to provide</p>	<p>Robert Sahli 07/27/2012 - 06/30/2017</p> <p>Robert Sahli 07/27/2012 - 06/30/2017</p> <p>Sandra Lepe, ELD Coaches 05/11/2014-06/30/2016</p> <p>Curriculum Department, Principals 07/27/2010 - 06/30/2017</p> <p>Mark Hagemann 08/12/2012-06/30/2016</p> <p>Mark Hagemann 08/12/2012-06/30/2016</p> <p>Ed. Services 08/01/2012-06/30/2017</p>	<p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p> <p>Salaries</p> <p>Leadership in Learning Solution Tree</p> <p>Leadership in Learning Solution Tree</p> <p>Monthly meetings, PD</p>	<p>\$377,181.50</p> <p>\$450,000.00</p> <p>\$191,042.50</p> <p>\$191,042.50</p>	<p>Title II</p> <p>Title II</p> <p>Various Sources</p> <p>Title II</p> <p>Title II</p> <p>Various Sources</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>professional development and coaching to maximize student outcomes.</p> <p>Administrative Support of Goals In order to support the goals of meeting proficiency in all program areas, the district provides site support to all schools through administrative personnel that both guide and collaborate to improve the achievement and social well being of all students. Additionally , support for teachers and administrators is given through professional development to meet their needs. Administrators meet weekly to coordinate and communicate progress in achieving district initiatives,</p> <p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>Climate PD: Training on Cultural Sensitivity (No Bullying); Parent-Teacher Home Visit Project for teacher training in visiting students where they live.</li> <li>Staff Development Time: Supplemental Common Core strategies PD and Professional Learning Communities (PLCs).</li> </ul> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only).</p> <p>Preschool Support</p> <ul style="list-style-type: none"> <li>Teachers: Mathematical Foundations Ensure all teachers possess the knowledge in the principles of mathematical foundations and strategies that support preschool children's learning as measured by the Preschool Developmental Skills exam.</li> <li>Preschool Teachers: During the 2015-16 school year, Preschool teachers were provided with 21 hours of Professional Development training that encompassed the following areas; 1). Math, English Language Art and Science Preschool Foundations 2). Licensing and the 3). Desired Results System.</li> <li>Transitional Kindergarten Teachers: During the 2015-16 school year, Transitional Kindergarten teachers were provided with 18 hours of Professional Development training that encompassed the following areas; 1) Brain Development 2). Developmentally Appropriate Practices 3). Transitional Kindergarten Standards and the alignment with Preschool Foundations and Common Core Kindergarten Standards.</li> </ul>	<p>Mark Hagemann 08/15/2012-06/30/2016</p> <p>Teresa Oden; Site Principals 07/01/2012 - 06/30/2016</p> <p>Ed Eldridge 07/01/2012 - 06/30/2017</p> <p>Debra Keller 07/01/2012 - 06/30/2016</p> <p>Debra Keller 07/01/2012 - 06/30/2016</p>	<p>Leadership in Learning Solution Tree</p> <p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p> <p>Additional Compensation, Substitutes</p>	<p>\$191,042.50</p>	<p>Title II</p> <p>Various Sources</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Measures of Academic Progress (MAP) MAP is a nationally normed skills based computer assessment that measures the math and reading level of all K-12 students. MAP will be administered to all K-11 students plus grade 12 English Learners (ELs). MAP is part of the Student Placement system identified in the Procedure section of the Blueprint for Student Achievement. Results are shared with parents.</p>	<p>Ed Eldridge 08/15/2012 - 6/30/2017</p>	<p>License Software</p>	<p>\$195,000.00</p>	<p>Title I</p>
<p>District Parent Notifications Send district-wide written and/or electronic notification to all households of registered students regarding pertinent academic information and EL programs. All notices are provided in the primary language whenever 15% or more parents speak that language.</p>	<p>Robert Sahli, Principals 07/01/2012 - 6/30/2017</p>	<p>Translations, Mailings</p>		<p>General Fund</p>
<p>Parent Communication Tools SUSD parents will have access to tools which allow them to review their child's educational records to help monitor their progress and communicate with teachers. Both Parent/Community Empowerment department and school sites provide training opportunities as requested by parents.</p>	<p>Robert Torres 08/15/2012-06/30/2016</p>	<p>License Software</p>	<p>\$55,461.50</p>	<p>Title I</p>
<p>Parent Involvement at School Sites</p> <ul style="list-style-type: none"> <li>• Parents have the opportunity to attend parent workshops, family curricular nights and meetings to discuss student progress.</li> <li>• Create and/or maintain on-going parent groups on campuses (e.g., Parent Academies, PTA)</li> <li>• Provide opportunities for parents to learn about CCSS or directly observe classroom instruction.</li> <li>• Maintain active School Site Councils (SSC) and English Language Advisory Committees (ELAC) at each school.</li> </ul>	<p>Principals 08/01/2012 - 6/30/2017</p>	<p>Site Based</p>		
<p>Parent/Community Empowerment Support Provides an Educational Learning Community for district parents and guardians. Staff provide support, resources and structures to promote student achievement at school and in the home. Parents and guardians are trained in a wide variety of educational components such as: Common Core Standards, reading goals, planning for college and parent-home resources. Parents and guardians receive information through our website and newsletters.</p> <p>Parent Academy Classes/Topics:</p> <ul style="list-style-type: none"> <li>• Parent Involvement, Educational and Leadership training</li> <li>• Parent Workshops (i.e. Common Core &amp; Anti-Bullying)</li> </ul>	<p>Kennetha Stevens, Principals 07/01/2013 - 6/30/2016</p>	<p>Salaries</p>	<p>\$25,704.00</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Parent Group Facilitation and Governance Training</li> <li>• Let's do Math</li> <li>• Family College visits</li> <li>• Effective Communication Skills</li> </ul> <p>School Improvement Grant (SIG) Support</p> <ul style="list-style-type: none"> <li>• Academic Parent-Teacher Teams (APTT): A systematic means of increasing student academic learning and performance by enhancing the quality and quantity of parent-teacher communication and interaction.</li> <li>• Family and Community Engagement.(some examples): Parent Connection Coffee Hours; monthly parent meetings with Counselor, Numeracy Specialist; Family Literacy Project; Parent Teacher Student Association; annual Math / Science Nights; parent/school announcements; campus clean-up day; Take-home Reading Program; awards assemblies;</li> <li>• Professional Development: Training on Cultural Sensitivity, Parent Engagement using APTT, and No Bullying</li> </ul> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>Teresa Oden; Site Principals 07/01/2012 - 06/30/2016</p>	<p>Additional Compensation, Substitutes, and additional instructional materials and supplies.</p>		<p>Various Sources</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Strategic and Intensive Interventions</p> <ul style="list-style-type: none"> <li>• Opportunities will be provided for all students not making adequate progress in math based on district and state assessments.</li> <li>• Supplemental technology programs will be used to support students who are not making adequate progress in math e.g. ST Math and Compass Learning, APEX and Advanced Pathways.</li> </ul> <p>Area Articulation Plan and implement meetings and professional learning opportunities that focus on sharing strategies for ensuring that all students, receive coherent, standards-aligned mathematics instruction. These meetings would provide the opportunity for planning effective transitions for students from one level to the next and for coordinating effective parent communication about these critical transitions.</p> <p>Transitioning from Preschool to Kindergarten</p>	<p>Robert Sahli, Principals, Teachers 07/01/2012 - 6/30/2017</p> <p>Area Leads, Principals 07/01/2014 - 6/30/2017</p> <p>Debra Keller, Principals,</p>	<p>License Software</p> <p>Site Based</p>		<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SUSD provides a menu of transition activities for preschool students. Transition activities may vary from site based on the site need to promote connections among children, families and school. The menu of support activities range from:</p> <ul style="list-style-type: none"> <li>• provide opportunities for children to interact with their peers who will attend their kindergarten class</li> <li>• provide opportunities for children to have contact with kindergartners who help acclimate them to the kinder environment</li> <li>• establish a connection between kindergarten teacher and preschooler</li> <li>• provide opportunities for parents to participate in classroom and school events</li> <li>• provide opportunities for parents to learn about school readiness and early literacy activities</li> <li>• provide opportunities for children to practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab</li> <li>• provide opportunities for children to attend summer bridge programs</li> </ul>	<p>Teachers 07/01/2012-6/30/2016</p>			
<p>Transitioning from Elementary to High School SUSD provides a menu of transition activities for elementary students transitioning to high school. Transition activities may vary from site to site. The menu of support activities range from:</p> <ul style="list-style-type: none"> <li>• provide opportunities for students to visit their zone high school</li> <li>• provide opportunities to meet with HS counselors to discuss expectations and available programs</li> <li>• provide opportunities for parents to learn about specialty high school programs through Charter/Magnet Fair</li> <li>• provide opportunities for students to learn about college and career readiness through career exploration activities through AVID</li> <li>• provide opportunities for students to attend freshman orientation</li> </ul>	<p>Jeff Keller, Principals, Counselors, 07/01/2012-6/30/2016</p>	<p>Site Based AVID</p>	<p>\$577,612.50</p>	<p>Title I</p>
<p>Kindergarten Support The district provides a full day of instruction for all Kindergartners who are 5 years old by September 1st and a Transitional Kindergarten program for students who turn 5 years old between September 1st and December 1st.</p> <ul style="list-style-type: none"> <li>• Early registration is offered the spring before school begins.</li> <li>• Sites provide TK and Kindergarten orientation prior to the beginning of school. Parents and students meet the teachers,</li> </ul>	<p>Principals 08/01/2012-06/05/2017</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>tour the school and receive information about TK or Kindergarten curriculum and standards.</p> <p>Student Assistance Program (SAP) The Student Assistance Program (SAP) is a process to support students needing interventions for academics, behavior or attendance. The school site SAP team identifies students' specific needs, based on teacher/parent or school referrals. The team then identifies potential site, district or community services and devises a plan that will support students in order to remove educational barriers, and increase their academic achievement. This aligns with the Response to Intervention model as referenced in the district Blueprint for Student Achievement.</p> <p>Positive Behavioral Intervention Support (PBIS) The district has adopted Positive Behavior Interventions &amp; Support (PBIS), which is also aligned to the Response to Intervention model. PBIS ensures that students have the opportunity to learn in an effective instructional and positive behavioral environment, that is engaging and productive; addresses classroom management, attendance, behavioral issues; provides support for students who require specialized assistance and maximizes academic engagement and achievement for all students.</p>	<p>Principals 08/01/2012-06/05/2017</p> <p>Dee Alimbini 08/12/2013-06/05/2017</p>			
<p>8. Monitoring program effectiveness: District System Monitoring Provide teachers with a student data reporting system (Illuminate) that allows teachers to create their own formative assessment (using CCSS item bank), to inform instruction, assess, and monitor student progress, for all significant subgroups. The district also provides benchmark assessments (MAP), Units of Study (UoS), Pre/Post and Performance Task Assessments.</p> <p>District Support Based on needs, resource and professional development opportunities will be identified to support sites.</p> <p>Professional Learning Communities (PLC) Roles Create/Implement a system that clearly delineates the PLC process, roles of responsibility, timelines and benchmarks to improve student achievement. Student progress will be</p>	<p>Ed Eldridge, Principals 08/15/2012 - 06/30/2017</p> <p>Ed. Services 07/01/2012 - 06/30/2017</p> <p>Mark Hagemann 07/15/2013-6/30/2017</p>	License Software	\$157,500.00	Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>monitored through PLCs.</p> <p>Site Monitoring Program effectiveness will be monitored through administrative walk-throughs, tied to Direct Instruction through the PLC Process.</p> <p>Single Plan for Student Achievement (SPSA) Development Sites will annually review and revise their SPSA. Additionally they will monitor the effectiveness of their SMART (Specific, Measurable, Attainable, Relevant, Time Bound) Goals as documented in their plan.</p> <p>School Improvement Grant (SIG) Support On going data collections from SIG Stakeholder surveys and presentations will be used in the decision making process to improve student achievement and parent engagement.</p> <p>(SIG: Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor only)</p>	<p>Principals, Leadership Team 07/15/2014-06/30/2017</p> <p>Principals 8/15/2012-6//30/2017</p> <p>Teresa Oden; Site Principals 07/01/2012 - 06/30/2016</p>	<p>Substitutes</p> <p>Additional Compensation, Substitutes, instructional materials and supplies</p>		<p>Various Sources</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Strategic and Intensive Intervention Provide identified students in need of strategic and intensive math intervention with appropriate intervention to accelerate academic progress and close their achievement gap.</p> <ul style="list-style-type: none"> <li>• Strategic students receive support either through small group instruction provided by the classroom teacher, or through a push-in/pull-out program taught by an Intervention Teacher, or through instructional technology programs (i.e. ST Math and Compass Learning).</li> <li>• Intervention teachers work with identified low-performing students in small groups to address the gaps in their learning.</li> <li>• Intensive students will receive support through the Learning Center (where available).</li> </ul> <p>Homeless Education Supplemental services will be provided to Homeless students to support their educational success.</p> <p>Long-Term English Learners (LTELs) Ensure that Long-Term English Learners (LTELs) are provided</p>	<p>Tom Anderson, Mark Hagemann, Principals 07/15/2014-6/30/2016</p> <p>Families in Transition 08/05/2014-06/30/2016</p> <p>Sandra Lepe 08/05/2014-06/30/2016</p>	<p>Salaries</p> <p>Student Services, Salaries</p> <p>Additional Compensation</p>	<p>\$1,058,991.50</p> <p>\$153,140.00</p> <p>\$85,000.00</p>	<p>Title I</p> <p>Title I</p> <p>Various Sources</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>with appropriate language and content support in all classes to increase their language acquisition level.</p> <p><b>School Choice</b> All parents of students in PI schools have the option of sending their students to schools in the district that are not in PI. The district is responsible for transportation to the non-PI schools. Parents complete an application for school of choice transfer which is reviewed by District Choice Team and Site Principal(s). Transportation is informed of the students wanting transportation to the non-PI school for the next year. Transportation coordinates bus schedules to ensure student(s) get to their non-PI school of choice.</p> <p><b>Supplemental Educational Services</b> The district enters into contractual partnerships with SEA-approved SES tutoring organizations (known as Providers). The district then disseminates packets of SES program information to qualifying families. Packets include an introductory letter, parent guide outlining the SES program and process for applying, a blank application for the program, and a summary of contracted SES Provider services. The district processes applications received and prioritize enrollment based on socio-economic factors and academic performance records. Enrollment rosters are distributed to school sites and SES Providers who in turn notify families of their enrollment status. The district then processes Individual Student Learning Plans (ISLP) and Attendance Records submitted by Providers, which leads to processing invoices for payment of services rendered. The district monitors Provider services through observations, phone calls, and student progress reports. Parents will be asked to complete survey on Provider services at the end of the tutoring sessions.</p>	<p>State and Federal Programs 08/05/2014-06/30/2016</p> <p>State and Federal Programs 08/05/2014-06/30/2016</p>	<p>Student Services</p> <p>Student Services</p>	<p>\$423,294.00</p> <p>\$1,269,881.50</p>	<p>Title I</p> <p>Title I</p>
<p>10. Any additional services tied to student academic needs: Supplemental Math Support</p> <ul style="list-style-type: none"> <li>Develop summer mathematics program to prepare students for meeting HS Algebra requirements.</li> <li>Low performing schools send interested middle school students and returning students to participate in STEM (Science, Technology, Engineering and Math) career exploration activities through the Reaching For the Stars (RFTS) Academy during the summer.</li> <li>SCIENCE BLAST professional development for teachers and field trip opportunity for 5th graders to increase their awareness</li> </ul>	<p>Robert Sahli, Sylvia Ulmer 8/11/2015-7/22/2016</p>	<p>Additional Compensation, Transportation, Instructional Materials, Contract Services</p>	<p>375,000.00</p>	<p>Title I</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>of career and college options in the area of Science during the school year.</p> <p>Transitional Kindergarten (TK) Through Grade 1 Articulation Through the district needs assessment it was evident there needed to be articulation between TK and Grade 1 in the development of standards and curriculum, to ensure students would meet Grade 1 requirements.</p> <ul style="list-style-type: none"> <li>The district is in the process of adopting TK standards, curriculum and aligning assessments to ensure a smooth transition from TK-grade 1.</li> </ul> <p>Special Education Inclusion Model Students will receive their instruction in the least restrictive environment with as little time away from the general education environment as possible. Including the development of a plan to move toward a full inclusion push in model for specialized academic instruction.</p> <p>Learning Resource Centers Selected school sites will have the Learning Center Model for their Special Education Model of service delivery. RTI will be integrated through the Learning Center Model.</p> <p>English Learner (EL) Students with Disabilities Instructional English Language Development (ELD) goals are written in IEPs, based on students' linguistic and academic needs. Additional instructional support, is also provided based on students' needs and also written in the IEP.</p> <p>Supplemental Programs for English Learners (ELs) SUSD offers supplemental programs that will assist with language acquisition for EL students i.e. Summer EL Program, Pacific Academic Tutoring</p> <p>Area/Zone Meetings Facilitate opportunities for K-12 regional meetings to identify regional math and goals based on student data.</p>	<p>Robert Sahli, Debra Keller, Teachers 8/01/2014-6/30/2016</p> <p>Tom Anderson 8/01/2012-06/30/2016</p> <p>Tom Anderson 7/01/2014-06/30/2016</p> <p>Tom Anderson, Sandra Lepe 08/15/2012-06/30/2016</p> <p>Sandra Lepe 07/01/2013-06/30/2016</p> <p>Ed. Services 08/15/2012-06/30/2016</p>	<p>Additional Compensation, Substitutes</p> <p>Salaries</p> <p>Additional Compensation, Contract Services</p>		<p>Various Sources</p> <p>Various Sources</p> <p>Title III</p>

**Performance Goal 2:**

**All limited-English-proficient (LEP) 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	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>English Learner Language Program Placement</p> <p>Students will be appropriately placed into an EL program based on placement protocols as documented in the 2013-14 Master Plan for English Learners (pages 6-15).</p> <p>STRUCTURED ENGLISH IMMERSION (SEI) The Structure English Immersion program incorporates English language development instruction, and simultaneous access to the core curriculum with SDAIE strategies and primary language support. It is recommended that primary language support be provided for English learners who score at the beginning (1) and Early Intermediate (2) on the CELDT.</p> <p>The goal of the SEI program is acquisition of English language skills and access to core content so that ELs can succeed in a mainstream English classroom. This program option is designed to ensure that the ELs meet ELD and grade level standards through well-articulated, standard -based, differentiated ELD instruction. In addition to ELD, students are provided grade-level core content instruction in English using SDAIE strategies to ensure full student participation and full access to the core curriculum, with primary language support (no more than 25% of the time) for clarification throughout the day.</p> <p>The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. EL students at Beginning (1) or Early Intermediate (2) proficiency levels are</p>	<p>Language Development Office (LDO) Director, Site Administration</p>	<p>Salaries</p>		<p>Various Funding Sources</p>

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>considered “less than reasonably fluent” and are placed in the SEI program for one year. In compliance with CA Ed. Code Section 300-400 students are placed in SEI for one year. However, should a student’s academic need warrant it, the student may re-enroll in an SEI classroom for up to three years.</p> <p>Bilingual Paraprofessionals provide primary language support to the students in the classroom when the EL authorized classroom teacher is not bilingual or is in training for the BCLAD. Bilingual Paraprofessionals do not provide ELD instructions.</p> <p>Student’s in-class progress is monitored on a quarterly basis by the classroom teacher. Students in need of additional support/intervention are referred to the English Language Appraisal Team (ELAT) and an Academic Catch-Up Plan is developed. The ELAT meets at least twice during the school year to review/revise each student’s plan. Should added support/intervention be needed the student will be referred for a Student Study Team (SST) meeting. SUSD Master Plan for English Learners 2014 pages 39-44.</p> <p>Parental Information and Notification Parents are notified by mail at the start of each school year as to the program placement of their EL students. The notification includes annual English language proficiency level, a description of the instructional program placement for the student that is recommended by the school, other instructional program options including the Parental Exception Waiver for bilingual alternative programs, progress expected for the student’s program option, reclassification (exit) criteria, instructional program for EL with disability (with an IEP) and the expected rate of graduation for English learners. (Title III requirements)</p> <p>Monitoring of Programs In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of programs. The Research</p>	<p>Paraprofessionals</p> <p>English Learner Program (ELP) Site Coordinators</p> <p>Site Administrations</p> <p>Language Development Office (LDO), Research &amp; Accountability Department</p> <p>Language Development Office (LDO), Research &amp; Accountability</p>			<p>General, LCFF Funds</p>

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>and Accountability Department conducts an annual program evaluation of the Program.</p> <p>Site administrators and/or ELP Site Coordinators conduct regular classroom observations to monitor program implementation. The information gathered from the site's self-reviews serve to identify site specific areas of need to plan for professional development. Each site has developed a Professional Development Plan to build capacity.</p> <p>The LDO's EL Instructional Specialists and Coaches visit the schools on a regular basis to observe teachers' instructional delivery practices in Spanish and English and provide ongoing coaching and training as needed. The LDO Team also communicates regularly with the principal and the ELP site coordinator to collaborate in providing a quality program and helping students to succeed. Students' academic success is measured by the state mandated assessments.</p> <p>Site administrators, teachers and support staff are encouraged to attend local and regional conferences and workshops to increase their knowledge and expertise.</p> <p>All EL students are placed in academic settings designed to meet their linguistic and instructional needs.</p> <p>Services are provided in the following settings: Structured English Immersion (SEI), English Language Mainstream (ELM), or Intensive English Intervention (IEI). All of these program placements are designed to ensure that all EL students receive English Language Development (ELD) and content based instruction that uses SDAIE (Specially Designed Academic Instruction in English) strategies.</p> <p>ELD is a course of daily instruction using adopted ELD curriculum and taught by a teacher who has been trained and certified in the appropriate theory, methodology, and instructional strategies for English language development. ELD instruction is required daily.</p>	<p>Department</p> <p>Site Administration</p> <p>Language Development Office (LDO) Specialists and Coaches; Site Coaches; Curriculum Specialists</p> <p>State and Federal Programs</p> <p>Language Development Office (LDO) and Site Administration</p> <p>Teachers and Site</p>		<p>\$683,931.00</p>	<p>Title III; Title I, II &amp; General Funds;</p>

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>ELD includes the instructional materials and methods that are used to ensure that EL students gain proficiency in oral language, reading and writing. Differentiated instruction and appropriate grouping based on the student's level of English language proficiency is a key component of ELD implementation. The content of the ELD lessons reflects the CA English Language Development Standards.</p> <p>English Language Development Instruction EL students in Kindergarten through 6th grade are provided 30 minutes of daily instruction in ELD. EL students in grades 7 through 12th receive ELD during a 50 minute period block during the day. Wherever possible EL students are grouped by English proficiency levels to better address specific ELD needs and assure the most rapid development of English language skills. ELD is provided by qualified teachers, certified to work with EL students. Core ELD curriculum is used for instruction with supplemental materials used to support the core materials.</p> <p>Specially Designed Academic Instruction in English (SDAIE) SDAIE is a set of specific instructional strategies centered around four elements: content, connections, comprehensibility, and interaction. It is designed to make instruction comprehensible and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons.</p> <p>The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, particularly academic language. The essence of SDAIE instruction: Where use of the primary language</p>	Administration			

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>is not possible, instruction is “sheltered” in order to help students learn skills and concepts taught in language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum by many different scaffolding techniques and strategies such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Use of realia, objects, and other materials to contextualize information</li> <li>• Dramatization --Body movements, facial expressions, gestures</li> <li>• Clear simplified speech, enunciation, articulation</li> <li>• Preview-Review</li> <li>• Fewer idiomatic expressions</li> <li>• Clarification through synonyms, repetitions, paraphrase, and examples</li> <li>• Use of graphic organizers to promote understanding</li> <li>• Frequent checking for understanding</li> <li>• Structured student-student and group interaction</li> </ul> <p>SDAIE core classes must address all the essential subject matter standards taught in their non-SDAIE equivalents. They are classes that focus on essential standards, and represent the guaranteed minimum curriculum each student must have to master the content of each course. They are equal in rigor but with the objectives broken down into manageable parts so that students who are not yet proficient in English can participate in meaningful ways. The only difference between SDAIE and mainstream core classes are the pacing of the course, the increased level of scaffolding, and the availability of some supplemental materials not normally used in the mainstream course.</p> <p>Primary Language (L1) Support English learners who require primary language support and are at the Beginning (1) and Early Intermediate (2) levels. Primary language support is optional for students who score at the Intermediate (3) level on the CELDT. Bilingual paraprofessionals provide primary language support to the students in the classroom. They</p>	Paraprofessionals			

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>work under the direction of an appropriately credentialed teacher and use specific instructional techniques that are researched based effective methods for EL students. Bilingual Paraprofessionals do not provide ELD instruction. English learners who require primary language support may receive it from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the direction of an appropriately credentialed teacher. The preview-review strategy and working in small groups in the primary language are recommended for students who are at this level of English fluency.</p> <p>Supplemental Education Services Mandated by the Federal Government, Districts and Schools in Program Improvement are required to facilitate student access to free tutoring via the SES program.</p> <p>Description of how funds will be used to meet all annual measurable achievement objectives. District funds provide the basic educational needs for all students. All district core adopted curriculum materials are purchased through the general fund and are available for all students including ELs.</p> <p>Supplemental monies such as state Emergency Immigrant (EIA/LEP, English Language Acquisition Program (ELAP), English Language Intensive Literacy Program (ELILP), Emergency Immigrant Education Program (EIEP) and Migrant Education funds may supplement the basic program. Allowable expenses include, but are not limited to, bilingual paraprofessionals, staff, and parent training, extra time for teachers to work with EL students, and supplemental instructional materials. These funds may also be used for extended day, summer school, and intersession. All supplemental funds are for grades K-12, except ELAP, which are for grades 4-8. Site funds are utilized to support site based programs, particularly in the areas of literacy.</p> <p>The district coordinated supplemental services and materials include:</p>	<p>SES Program Coordinator</p> <p>Curriculum and Research Departments</p> <p>Site Administration</p>	<p>Salaries, Materials</p>		<p>Title I</p> <p>General Funds</p>













Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>programs available to EL students as part of their daily curriculum, supplemental programs are also available. These programs are held after school, as an additional period in the daily schedule, and in summer session, and occasionally as a Saturday School. Programs are funded through both state and federal support from ELAP and Title III monies. There are also Migrant Funds that provide services to target populations of Migrant students, many of whom are EL students. Some sites in addition offer NCLB Title -1 after-school tutoring.</p>				
	<p>A student will no longer require monitoring when s/he demonstrate adequate academic progress in the class or program as evidenced by improvement in grades, adequate performance on curriculum embedded and district benchmark assessments, CELDT and district assessment results. Documentation of this progress needs to be reviewed by the ELP Site Coordinator and/or Site Administration.</p>				
	<p>Disseminate Program Information to Families Distribute packet of SES program information to qualifying families. Packets include an introductory letter, parent guide outlining the SES program and process for applying, a blank application for the program, and a summary of contracted SES Provider services.</p>	<p>SES Program Coordinator</p>	<p>Salaries, Materials</p>		<p>Title I</p>
	<p>Parents of English learners (EL) are encouraged to participate in their children's education and be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents of English learners receive information about how to help their children achieve these goals from the district and the school sites in written communications sent to the home. Parents are given information about the English Learner Advisory Committee (ELAC) and District English Learner Parent Advisory Committee (DELPAC) and encouraged to participate.</p>	<p>Language Development Office (LDO) Director and Site Administration</p>			<p>Various Sources</p>
<p>When fifteen percent or more of the student population at the school site speak a single</p>	<p>Language</p>			<p>Various</p>	





Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>instruction are critical parts of assessing program effectiveness. Additionally, the site administrators and teachers have access to group and disaggregated data from the CELDT, curriculum-embedded assessments, and district benchmarks. Data is analyzed for the purposes of helping to inform instruction and improve student learning.</p> <p>Teachers meet to collaborate by grade level. During these sessions, teacher use the results of these multiple measures to adjust and differentiate instruction. Furthermore, teachers receive on-going professional development and in-class support through site and district specialists.</p> <p>Regular classroom observations are conducted to monitor the above stated criteria. The following are documents used to facilitate such monitoring:</p> <ul style="list-style-type: none"> <li>• School Site Report from Instructional Rounds</li> </ul> <p>These documents are used by the site administrator and/or ELP Site Coordinator and the LDO Specialists to conduct site reviews. The information gathered from the site's self-reviews serve to identify site specific areas of need to plan for professional development. Site administrators may request that the Instructional Specialists and Coaches to provide site specific professional development in the areas identified at the site.</p> <p>The Language Development Office Specialists have received Trainer of Trainer PD on the district adopted Direct Instruction strategies and Rigorous Curriculum by Design. They attend regional conferences and County Office of Education trainings to build their knowledge base and stay up to date with scientifically based research. They in turn provide district-wide professional development to EL teachers, administrators and bilingual paraprofessionals.</p>	<p>Specialists and Coaches</p> <p>Site Administration</p> <p>Language Development Office (LDO) Director, Specialists and Coaches</p> <p>ELP Site Coordinator</p> <p>Language Development Office (LDO) Director, Specialists and Coaches</p>			<p>Various Sources</p> <p>LCFF/Title III</p> <p>Various Sources</p> <p>LCFF/Title III</p>



Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p>	<p>The Language Development Office is working towards building capacity and developing a highly qualified team of Specialists and Instructional Coaches to provide on-going Professional Development to teachers, support staff and administrators who work with EL students.</p> <p>The focus of the PD is on: ELD CCSS, Integrated ELD in CCSS, District adopted ELD curriculum, SDAIE, direct instruction, other researched based language instruction (i.e. Close Reading) and the use of technology (i.e. iPad Strategies for helping EL students).</p> <p>Teachers receive professional development of significant duration and intensity (9-14 hrs.) to enhance teachers' ability to understand CC State Standards, use student data to drive the instruction, and use SDAIE, and other appropriate instructional strategies to match the students' levels of English proficiency.</p> <p>The PD is followed by on-site visitations by the coaches to observe participants implement information/strategies and provide additional individual/small group on-site support.</p> <p>The Language Development Office Instructional Specialists and Coaches provide Trainer of Trainer PD to site assigned ELA/ELD and Math Instructional Coaches. PD is also provided to administrators, program specialists and Bilingual paraprofessionals. SUSD Master Plan for English Learners 2014 pages 24-26.</p> <p>Teachers and administrators are encouraged to attend out-of-district PD.</p> <p>Solution Tree Consultants have been contracted to provide administrators and Site Leadership Teams with PLC and Data Team training and coaching. This is a two year commitment to develop capacity districtwide. The added teacher collaboration and data</p>	<p>Language Development Office (LDO) Specialists</p> <p>Language Development Office (LDO) Coaches</p> <p>Site Administration</p>	<p>Salaries</p> <p>Salaries</p>		<p>Title III, Title II</p> <p>Title III</p> <p>Various Sources</p>

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>analysis professional development in tandem with the LDO's PD specific to ELD and SDAIE will increase teachers' skills to address English learners' needs.</p> <p>The focus of the PD is on: ELD CCSS, Integrated ELD in CCSS, District adopted ELD curriculum, SDAIE, direct instruction, other researched based language instruction (i.e. Close Reading) and the use of technology (i.e. iPad Strategies for helping EL students).</p> <p>The Language Development Office Instructional Specialists and Coaches provide Trainer of Trainer PD to site assigned ELA/ELD and Math Instructional Coaches on an ongoing basis ensuring that new staff receive the same PD. PD is also provided to administrators, program specialists and Bilingual paraprofessionals. SUSD Master Plan for English Learners 2014 pages 24-26.</p>	<p>Curriculum Department and Language Development Office (LDO)</p> <p>Language Development Office (LDO) Director, Specialists and Coaches</p>	<p>Salaries</p> <p>Salaries, Materials</p>		<p>Various Sources</p> <p>Title III, Various Sources</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Check if Yes: X</b></p> <p><b>If yes, describe:</b> Program objectives have been updated to align with the Common Core State Standards.</p>	<p>Curriculum Department and Language Development Office (LDO)</p>	<p>Salaries</p>		<p>Various Sources</p>



Allowable Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>information about their ELs through Student Information System (Illuminate). The data is provided in a timely fashion and is utilized by the school sites to inform placement and instructional decisions.</p> <ul style="list-style-type: none"> <li>• Availability of SDAIE courses at all comprehensive secondary sites.</li> <li>• Quality professional development on instructional strategies for English Learners and culturally diverse students.</li> <li>• RFEP students are monitored for a minimum of two years after reclassification for their progress across all content areas.</li> <li>• Site Instruction coaches and data teams utilized to enhance instruction.</li> <li>• Instructional Rounds utilized as a tool for improving instruction</li> <li>• Professional Learning Communities (PLCs)</li> </ul>	<p>Accountability Department</p> <p>Site Administration and Coaches</p> <p>Site Administration and Coaches</p>			
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> School Choice A Title I school that does not make Adequate Yearly Progress (AYP) for two consecutive years in specific areas is identified for Program Improvement (PI). Each newly identified PI school must offer parents a school choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI)</p>	<p>State and Federal Programs</p>	<p>Salaries, Transportation</p>		<p>Title I</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> 1. Laptops for home use 2. Rosetta Stone Program Licenses 3. Follet e-books English/Spanish</p>	<p>Language Development Office (LDO) Director</p>	<p>Salaries, Supplemental Resources and Instructional Programs</p>		<p>Title III</p>

Allowable Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Other activities consistent with Title III.	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Supplemental Professional Development for classroom teachers, support staff, and administrators.</p>	Language Development Office (LDO)	Substitutes, Additional Compensation		Title III

**Performance Goal 2 (continued):  
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.

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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;	Annual plans to disseminate information to parents of English learners will be developed in collaboration with all departments based on when information or results are received (see EL Master Plan).  Title III Annual and Initial Parent Letter, score on initial CELDT test, and DELPAC	Language Development Office (LDO)	Salaries, Materials		General
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	Parents of students who complete a Home Language Survey with a language of non-English for the first 3 questions are candidates for testing. Upon completion of test (within 30 days of enrollment), preliminary results letters will be sent stating the level and program the student will be placed in.  Title III Initial Parent Letter, CELDT Test, score on initial CELDT test, and DELPAC	Research and Accountability Department, Language Development Office (LDO)	Salaries, Materials		General
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;	Parents of students previously identified as English learners will receive an letter stating the level and program the student is currently placed in within the first 30 days of enrollment.  Title III Annual Parent Letter, CELDT test results, and DELPAC	Language Development Office (LDO)	Salaries, Materials		General
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	Title III letter, EL Master Plan, DELPAC and ELAC	Language Development Office (LDO)	Salaries, Materials		General
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement	Title III letter, EL Master Plan, DELPAC and ELAC	Language Development Office (LDO)	Salaries, Materials		General

Required Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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;	Title III letter, EL Master Plan, DELPAC and ELAC	Language Development Office (LDO)	Salaries, Materials		General
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	District IEP form and process	Special Education Department	Salaries, Materials		Various Funds
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	Parental exception waiver and Title III Annual and Initial Parent Letter <ul style="list-style-type: none"> <li>All notices are provided in the primary language whenever 15% or more parents speak that language.</li> </ul>	Site Administration, Language Development Office (LDO)	Salaries, Materials		General
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;	Notices are provided to parents no later than 30 days after the beginning of the school year. For students that enroll after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the SUSL EL program.	Language Development Office (LDO)	Salaries, Materials		General
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.	DELPAC and ELAC, and IEP Meetings	Language Development Office (LDO)	Salaries, Materials		Various Funds

**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.

As new students enroll, students are identified for CELDT testing based on their Home Language Survey responses. Preliminary CELDT results are given to both the site and parent within the required deadline until official results are received.

**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.

The Annual Measurable Achievement Objectives (AMAO) Letter is sent within 30 days of being notified by the CDE.

**Performance Goal 2 (continued):  
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)).

Allowable Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				



Allowable Activities	Description of How the LEA is Meeting or Plans to Meet this Requirement	Person Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>				

**Performance Goal 3:**

**By 2015-2016, 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]**

Stockton USD will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of all learners and will have a significant focus on implementation of the Common Core State Standards. This will be accomplished through implementation of the Professional Learning Communities model at all sites and provided by both off-site and on-site PD from both in-district and out-of-district experts.

By June of 2017, the district's teachers and administrators will receive professional development on research-based strategies to improve English Learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.

By June of 2017, the district's Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

By June of 2017, the district's teachers and administrators will have been trained in the Professional Learning Community and the Data Teams processes and will have implemented site-based PLCs.

Strengths	Needs
<p>All teachers attended a two-day professional development session prior to the start of the school year for Professional Learning Community training as well as content training or instructional strategy training.</p> <p>Common Core State Standards (CCSS) Implementation - All core subject area teachers, instructional coaches and administrators participated in a full overview professional development of the CCSS history, formulation, significant changes and plan for implementation.</p> <p>CCSS Units of Study Implementation - All core subject area teachers, instructional coaches and administrators participated in professional development for the implementation of the Units. These Units address the CCSS, reflect a problem-based learning approach, include performance tasks and pre and post unit assessments.</p> <p>Rigorous Curriculum Design - 185 SUSD teachers participated in the Rigorous Curriculum Design process which was followed in creating the Units of Study.</p> <p>English Learner and ELD Instruction - Elementary and secondary English teachers, participated in three days of professional development pertaining to English Learner instruction and also specifically on ELD instruction.</p> <p>Professional Learning Communities (PLC) - All site leadership teams, including administrators and teachers, participated in a multi-day professional development on how to implement site-based PLCs. Each site participated in monthly collaboration meetings to further develop their grade level, department and site PLCs.</p>	<ul style="list-style-type: none"> <li>• Ability to implement instructional strategies that support the content and rigor of CCSS</li> <li>• Ability to work with colleagues in a well-functioning PLC utilizing student data</li> <li>• Ability to collaboratively write high-quality assessments that reflect the rigor and intent of standards</li> <li>• Understanding of continuous improvement models</li> <li>• Elements of appropriate and research-based effective instruction (e.g., lesson design and planning, DI, CFU, RTI, gradual release of responsibility, etc.)</li> <li>• Understand and ability to design instruction for rigor (New Bloom's, Depth of Knowledge, Disciplinary Literacy, etc.)</li> <li>• Ability to effectively teach writing strategies</li> <li>• Ability to effectively teach reading comprehension</li> <li>• Ability to model, infuse, and teach in order to elicit use of academic language</li> <li>• Ability to design lessons to infuse rigor into teacher and student thinking</li> <li>• Ability to utilize instructional technology for instruction</li> </ul>

Strengths	Needs
<p>Site Leadership Training - All sites will received on-site administrative coaching by and expert in the field, a consultant from the Solution Tree Company. The coaching is to build leadership skill in developing a strong culture of academic success at each site.</p> <p>Data Teams - As an integral part of PLCs site administrators attended professional development on the function and actions of Data Teams. During the 2014-2015 school year the site administrators worked with and train teachers on the Data Teams process to begin implementation of Data Team activities.</p> <p>Instructional Coaches - Ongoing Professional Development for the 35 instructional coaches on the coaching cycle, instructional technology integration, the Units of Study and CCSS implementation.</p> <p>Formative Assessments - Internal training provided by the Research and Curriculum Departments on the development of assessments by teachers for their classroom.</p>	<ul style="list-style-type: none"> <li>• Ability to utilize scoring rubrics in assessment grading</li> </ul>

**Performance Goal 3:**

**By 2015-2016, 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)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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: Refinement of Units of Study and related assessments.</p> <p>Professional Development to meet the Common Core State Standards also includes increasing the rigor level of instructional lessons by integrating Bloom’s Taxonomy with Webb’s Depth of Knowledge.</p> <p>Next Generation Science Standards professional development for teachers K-12.</p>	<p>Curriculum and Instruction 7/1/2014-6/30/2016</p> <p>Curriculum and Instruction 7/1/2014-6/30/2017</p> <p>Curriculum and Instruction 7/1/2014-6/30/2017</p>	<p>Curriculum Specialist Salaries</p> <p>Teacher Substitutes, Salaries, Additional Compensation</p> <p>Teacher Substitutes, Salaries, Additional Compensation</p>	<p>\$418,000.00</p> <p>\$1,219,955.00</p> <p>\$200,000</p>	<p>Title I, II, General</p> <p>Title II</p> <p>Title II</p>
<p>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: District-level activities are designed with reference to professional literature and research. Examples: Marzano, Reeves, Fullan, DuFour, Dobeck, Ainsworth, as well as guidance from CCSS consortia, SMARTER Balance Assessment Consortium.</p> <p>Activities are expected to improve student achievement for the following reasons:</p> <ul style="list-style-type: none"> <li>• Activities are aligned to current research</li> <li>• A regional approach provides peer support and sharing of resources for a shared implementation</li> <li>• Activities are supported by instructional coaches who work with each school to assist with implementation and follow-through</li> </ul> <p>District-wide emphasis on Professional Learning Communities (PLC’s) at grade levels and course levels help to ensure implementation.</p>	<p>Curriculum and Instruction; Site Administration 7/1/2014-6/30/2017</p>	<p>Curriculum Staff Salaries, Site Instructional Coaches Salaries</p>	<p>\$5,000,000</p>	<p>Title II, Title I, LCFF</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>All district-level and regional-level professional development activities have a clear and narrow instructional focus that includes the use of either student data (including significant subgroups) or student work. Examples include:</p> <ul style="list-style-type: none"> <li>• Quality writing instruction, the use of rubrics in instruction, and strategies to develop critical thinking.</li> <li>• The development of the PD is accomplished or led by curriculum specialists, district teacher leaders, or out-of-district consultants.</li> <li>• The PD is provided by curriculum specialists and coaches.</li> <li>• Follow-up at the school and classroom level is provided by instructional coaches.</li> </ul> <p>Common Formative Assessments (CFA) provide the most typical measure of success of each PD effort. These measures also provide coaches and teachers achievement data to make adjustments and modifications to inform their instruction.</p> <p>The development and use of PLCs among grade level teachers in elementary schools and department or course-level teams at the secondary level, provides a vehicle for measuring and monitoring student achievement and ensuring goals/objectives have been met. PD on the PLC /Data Teams process has been provided to assist teams of teachers in becoming adept at functioning as PLCs.</p>	<p>Curriculum and Instruction 7/1/2013-6/30/2017</p> <p>Curriculum and Instruction 7/1/2013-6/30/2017</p> <p>Curriculum and Instruction 7/1/2013-6/30/2017</p>	<p>Salaries, materials and copying</p> <p>Salaries, materials and copying</p> <p>Substitutes, Additional Compensation, &amp; Instructional Coach salaries</p>	<p>\$450,000.00</p> <p>\$10,500</p> <p>\$5,000,000</p>	<p>Title II</p> <p>Various Funds</p> <p>Title II, Title I</p>
<p>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:</p> <p>Title II provides funding for our on-going PD initiatives for improvement of the instructional program in grades K-12, including Special Ed. ELA and math are the primary areas of Title II focus as evidenced by our LEA Plan. However, Title II funds are also used to provide support to instructional improvement in other core subjects including literacy in history/social science and science. Title II broad-based efforts are supported through federal and state grants which are more narrowly focused, but in thorough alignment with our Title II plan. Other federal and state funds are used to provide teacher collaboration time using the PLC/Data Team Process.</p>	<p>Curriculum and Instruction 7/1/2014-6/30/2017</p>	<p>Substitutes, Additional Compensation</p>	<p>\$450,000.00</p>	<p>Title II, Title I</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Professional Learning Communities including Data Teams supports classroom instruction that is informed by student data</li> <li>• Positive Behavior Intervention Systems (PBIS) supports student engagement, attendance, and behavior</li> <li>• AVID PD supports achievement in all subjects</li> <li>• BTSA program supports the fundamentals of classroom environment and student engagement for new teachers</li> </ul> <p>English Learner (EL) Instructional Coaches and Instructional Specialists support teachers in modifying and augmenting instruction within all these initiatives in order to assure the learning and language acquisition of EL students.</p>	<p>Language Development Office 7/1/2014-6/30/2017</p>	<p>Instructional Specialist Salaries</p>	<p>\$855,000.00</p>	<p>Title III</p>
<p>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:</p> <p>Leadership Academy Principals and Assistant Principals participate in professional development to increase their leadership abilities to assist both teachers and students to be more academically successful. These PD sessions will focus on the development and implementation of site PLCs and Data Teams.</p> <p>Bilingual Paraprofessional Training Language Development Office (LDO) staff will continue to provide professional development to Bilingual Paraprofessionals on:</p> <ul style="list-style-type: none"> <li>• the use of primary language to preview/review core curriculum concepts, frontload vocabulary and build background knowledge</li> <li>• SDAIE strategies to more clearly understand core subject matter</li> <li>• how to best communicate with parents</li> <li>• how to maintain instructional logs</li> </ul> <p>Five PDs will be scheduled yearly. Follow up PDs will be provided with special attention given to teach Bilingual Paraprofessionals how to use the core curriculum's supplemental resources and how to access and use the curriculum mapping guides to support the instruction provided by the classroom teacher.</p>	<p>Education Services 7/1/2014-6/30/2016</p> <p>Language Development Office, Curriculum and Instruction 8/12/2014-6/5/2016</p>	<p>Consultant Services</p> <p>Salaries, Additional Compensation</p>	<p>\$26,206.00</p> <p>\$20,000</p>	<p>Title II</p> <p>Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>SUSD no longer receives Title II Part D funds, however the district brought back a teacher site technology cadre which ended with the budget cuts of 2009. The cadre consists of technology savvy teachers who will assist their colleagues on site with instructional technology professional development.</p>	<p>Curriculum and Instruction 7/1/2014-6/30/2016</p>	<p>Additional Compensation, Substitutes</p>	<p>\$195,000</p>	<p>Title II</p>
<p>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.):</p> <p>SUSD purchased and deployed to sites over 24,000 Chromebooks. By the end of 2016-2017 SUSD will be close to a 1:1 student to device ratio.</p> <p>SUSD is implementing a wireless network upgrade process. This is a multiyear process as it is involving E-rate funds as well as other SUSD funds.</p> <p>“How To” videos or voice-over Power Point presentations will provide teachers with procedures for accessing technological tools and applications.</p> <p>Teacher Technology to support implementing the Common Core Standards</p>	<p>Curriculum and Instruction, Information Services 7/1/2014-6/30/2017</p> <p>Information Services 7/1/2014-6/30/2017</p> <p>Information Services 7/1/2014-6/30/2017</p> <p>Information Services 7/1/2014-6/30/2017</p>	<p>Chromebooks</p> <p>Laptops</p>	<p>\$2,794,408.00</p>	<p>Title I</p> <p>E-rate</p> <p>General Funds</p> <p>CCSS</p>
<p>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:</p> <p>District-wide Parent Training Through the Parent Empowerment department, parent and community representatives meet to discuss services provided by SUSD and give input on ways to improve services to students.</p> <p>The Principals Planning Team assists in the planning for administrators' professional development, identifying on behalf of their peers relevant needs for PD.</p>	<p>Parent/Community Empowerment Office 7/1/2014-6/30/2016</p> <p>Curriculum and Instruction 7/1/2014-6/30/2017</p>	<p>Meeting Expenses - Materials, Snacks</p> <p>Salaries</p>	<p>\$51,408</p>	<p>Title I</p> <p>Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The research and curriculum departments conduct evaluations that include a needs survey at each professional development training session.</p>	<p>Curriculum and Instruction 7/1/2014-6/30/2017</p>	<p>Salaries</p>		<p>Various Sources</p>
<p>Site-based PD needs are identified at site PLC meetings and subsequent PD is either provided on-site, in cooperation with other district departments, the county office of education or consultants.</p>	<p>Curriculum and Instruction 7/1/2014-6/30/2016</p>	<p>Salaries</p>		<p>Various Sources</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>• Involve parents in their child's education; and</li> <li>• Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>Special Education Program Specialists provide professional learning opportunities to special education and general education teachers in order to assist their efficacy in teaching students with special needs.</p> <p>Workshops provided by curriculum specialists and EL coaches in instructional strategies to meet needs of special education, EL and SED (Socio-Economic Disadvantaged) learners.</p> <p>Provide training and implement school-wide, Positive Behavior Intervention Strategies (PBIS).</p> <p>Provide time and support for K-12 principals to participate in PLCs on Culturally Responsive Practices which will yield plans and resources to bring back to school sites.</p> <p>Academic Pentathlon, Advanced Placement (AP), International Baccalaureate (IB), Math Engineering Science Achievement (MESA) program training is available for teachers to challenge students who are gifted and talented.</p> <p>The Parent Empowerment Coordinator will promote the involvement of parents and community members in the</p>	<p>Special Education 7/1/2014-6/30/2016</p> <p>Language Development Office 7/1/2014-6/30/2016</p> <p>Child Welfare and Attendance 7/1/2014-6/30/2016</p> <p>Curriculum and Instruction 7/1/2014-6/30/2016</p> <p>Curriculum and Instruction 7/1/2014-6/30/2016</p> <p>Parent/Community Empowerment Office</p>	<p>Substitutes and Additional Compensation</p> <p>Substitutes and Additional Compensation</p> <p>Substitutes and Additional Compensation</p> <p>Substitutes and Additional Compensation</p> <p>Substitutes and Additional Compensation</p> <p>Training materials and supplies</p>	<p></p> <p></p> <p></p> <p></p> <p>\$51,408.00</p>	<p>Various Sources</p> <p>Various Sources</p> <p>Various Sources</p> <p>Various Sources</p> <p>Various Sources</p> <p>Title I</p>





**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
<p>The district's mission is to provide a learning community that challenges all students to realize their greatest potential.</p> <p>Core values include:</p> <p>1. Instructional Excellence Highly effective teaching staff. Use hiring practices to ensure quality. Support teachers via professional development. District-wide emphasis on continuous improvement of instruction. Professional Learning Communities (PLCs) are focused on student data. The district's assessment system (Illuminate) supports the monitoring of student learning and the adjustment of instruction.</p> <ul style="list-style-type: none"> <li>Adherence to standards. Transitional implementation of Common Core State Standards and continuous advancement of rigor.</li> <li>Provision of support and intervention for all learners through excellent initial instruction and effective, early intervention.</li> </ul> <p>2. Safe, peaceful and healthy environment</p> <ul style="list-style-type: none"> <li>Positive Behavior Intervention and Supports (PBIS) training for leadership teams at every school site - implementation of multi-tiered intervention program.</li> <li>Positive youth development approach to campus-wide climate with key strategies of: peer leadership, community service and staff training.</li> </ul> <p>Peer Leaders Uniting Students Program (PLUS)</p> <ul style="list-style-type: none"> <li>Applied Suicide Intervention Skills Training for staff</li> <li>Youth Mental Health First-Aid Training for staff</li> <li>Yellow Ribbon Campaign- training and awareness workshops for high school students (focus 10th gr)</li> <li>Stockton Unified School District Police Department (PD) mission is to provide a safe educational environment for our community. The PD is staffed 24 hours a day, 7 days a week to provide law enforcement and emergency services to SUSD schools. PD services include school resource officers (SROs) at comprehensive high schools; a dispatch communications center that facilitates information routing among schools, law enforcement personnel, and community resources, and monitors fire and burglary alarms throughout the district, as well as security cameras at schools and district sites; fingerprinting services for employees and volunteers, law enforcement patrol services; a canine unit for narcotics/contraband detection in schools; and various educational programs for students on topics including</li> </ul>	<p>Systematic and continuously available professional learning for teachers</p> <p>Curricular support needed for teachers for transition to CCSS</p> <p>Varied opportunities for intervention for students</p> <p>Continued training required for staff, students and parents</p> <p>Include training in the development of multi-tiered instructional differentiation and supports in classroom for academic, behavior and social skills for academic and behavioral expectations</p> <p>Continued development of school-wide expectations targeted behavior expectancies- training in reliance of positive relationship and reinforcement towards specific areas of campus and classroom. And increase skill development in building and reliance on positive relationship. Increase schools organization and structures to improve student behaviors and procedural structures that lessen the reliance on punitive and exclusionary discipline. Teacher training in SEL curriculum, development in highly structured classrooms, class management, behavior supports (CHAMPS)</p> <p>Need PLUS activities class time and teacher leaders</p> <ul style="list-style-type: none"> <li>More PLUS with staff and classes dedicated allow for more student participation to expand, include 9th grade allow for the building and fostering of positive peer and adult relationships and connection</li> <li>increase peer supported /driven resources</li> </ul> <p>Continued development of school-wide expectations targeted behavior expectancies- training in reliance of positive relationship and reinforcement towards specific areas of campus and classroom. And increase skill development in building and reliance on positive</p>

Strengths	Needs
<p>bullying, gangs, drugs, and Internet safety.</p> <ul style="list-style-type: none"> <li>Comprehensive Safe School Plans are developed collaboratively with all stakeholders.</li> <li>Prevention and intervention services are provided for alcohol, tobacco, drugs and bullying/violence. Clean, well-lighted and up to date facilities.</li> <li>Students are provided a variety of healthy, low cost meals.</li> <li>Site based delivery model of counseling and psychological services to students and families with average secondary level student-to-counselor ratio of 1 to 460 at high schools; elementary counseling at every PreK-8 site with an approximate average ratio of 1 to 700.</li> <li>Student Assistance Programs (SAP) multi-tiered system of prevention, intervention and supports</li> <li>Site based delivery model of counseling and psychological services to students and families with average secondary level student-to-counselor ratio of 1 to 460.</li> <li>Qualified nurses provide: specialized health care procedures, screening, referrals and health education to students and families.</li> <li>Child Welfare and Attendance staff works to remove attendance barriers to learning with families and school sites.</li> </ul> <p>3. Enriched learning atmosphere</p> <ul style="list-style-type: none"> <li>Information Services (IS) supports student learning at all schools and Internet access in all classrooms. Additionally, IS, Curriculum and Research collaborate to update and add enhancement to our student information system (Synergy/Illuminate).</li> <li>Ongoing professional learning is provided for teachers/administrators on the Student Information System website.</li> <li>Special Education staff provides support to students with disabilities across the continuum of least restrictive Special Education placements as outlined in the Individuals with Disabilities Education Act.</li> <li>All students with disabilities receive academic, behavioral, and functional living skills instruction, as delineated in their IEP, that lead to mastery of the Common Core State Standards.</li> <li>Professional development is provided to district stakeholders focused on differentiated instruction, behavioral interventions, IEP development and assessment procedures.</li> <li>SUSD's Preschool Program helps 3½ and 4- year old children get ready for Transitional and Regular Kindergarten.</li> </ul> <p>4. Collaboration with diverse communities and families</p> <ul style="list-style-type: none"> <li>Students speak over 50 different languages and represent more than 50 countries. Assessment and standards based instruction assists ELL students through the 5 levels of proficiency as identified on</li> </ul>	<p>relationship. Increase schools organization and structures to improve student behaviors and procedural structures that lessen the reliance on punitive and exclusionary discipline. Teacher training in SEL curriculum, development in highly structured classrooms, class management, behavior supports (CHAMPS) Youth Mental Health First-Aid (YMHFA)Awareness</p> <p>Training in cultural awareness/ responsiveness, trauma informed practices, compassion and diversity of students and family strengths, needs and challenges</p> <p>Increase professional development providing to district stakeholders focused on differentiated instruction, social and emotional development, behavior interventions, 504, BIP, IEP development and assessment procedures and to increase Tier Two strategies</p> <p>Training and staff with responsibilities dedicated to Career Awareness/ Exploration and Development Program across PreK- 12 spectrum</p>

Strengths	Needs
<p>California English Language Development Test (CELDT).</p> <ul style="list-style-type: none"> <li>• Parent and community advisory committees give input on needs assessment data and program planning at the site and district level.</li> <li>• Foster Youth services are provided through the Child Welfare and Attendance office which supports the success and stability of foster youth with a variety of services including: afterschool programs, school supplies and connections to school and community resources.</li> <li>• The Families in Transition (Homeless Education) Program provides direct services to families, case management services, transportation, school supplies, assistance with registration, connections to school/community resources and is a liaison between schools and homeless families.</li> </ul>	

**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
<ul style="list-style-type: none"> <li>• Early academic intervention programs are established before and after school to support students with low standardized test scores.</li> <li>• Hiring of counselors to lower the student to counselor ratio. Counselors will continue to provide a comprehensive school-counseling program for all students 7-12 that includes academic, college, career and personal/social development.</li> <li>• Counselors will continue to provide a comprehensive school-counseling program for all students 7-12 that includes academic, college, career and personal/social development.</li> <li>• The Student Support and Health Services Department provide supportive services through Families in Transition (Homeless), Foster Youth Services, Healthy Start Centers, Expulsion Due Process, Tobacco Use Prevention Education, Section 504 Compliance, and School Nurses.</li> <li>• School Resource Officers (SRO) are assigned to each comprehensive high schools; a dispatch communications center that facilitates information routing among schools, law enforcement personnel, and community resources, and monitors fire and burglary alarms throughout the district, as well as security cameras at schools and district sites; fingerprinting services for employees and volunteers, law enforcement patrol services; a canine unit for narcotics/contraband detection in schools; and various educational programs for students on topics including bullying, gangs, drugs, and Internet safety. Additional sworn officers support all schools, district support centers and provide coverage for identified after school programs and activities. Our officers are trained in community based policing to emphasize developing relationships with students and promoting safety and preventing crime.</li> <li>• The District coordinates health services to improve the educational, health, and social opportunities for students and families. Healthy services include health screenings, dental screenings, immunization health fairs, parent education workshops, and referrals to city, county and community-based services.</li> <li>• Each year the District updates and distributes to each household in the District the Code of Conduct and the Parent Handbook. These documents are available in English and Spanish.</li> <li>• SUSD’s Advanced Path is an online self-paced study program guided by District teachers which offers parents and students the opportunity to customize their education.</li> <li>• Outreach programs with an academic focus include Advancement Via Individual Determination (AVID) and Math, Engineering, Science Achievement (MESA).</li> <li>• SUSD offers a wide variety of Career Academies and Pathways at high schools, including specialized small high schools. These specialized learning communities encompass a broad-based industry area, which includes careers from technical learning through professional levels.</li> </ul>

**Activities**

- SUSD's has Community Service initiatives which offer students the opportunity to learn academic content standards while fulfilling a community need.
- Friday Night Live (Secondary) and Club Live (Elementary) are student-led peer education programs which are designed to build leadership skills, provide opportunities for community service, and prevent alcohol and drug use among adolescents.
- Peer Leadership Uniting Students (PLUS) program is a peer-led transition program that welcomes 9th graders into SUSD's high schools but is now being transitioned to include K-8 schools. Student leaders from all social groups are trained to lead student voice forums and other activities to collect student input on school climate and student led programs to improve climate and safety. Older students provide cross-age mentoring to build assets in younger students. This links to the 7th grade Positive Behavior Intervention Support (PBIS) program.
- Food and Nutrition Services continues to provide nutritious meals to support the physical and academic development of every child in our district.
- Athletic/Intramural programs run August – May  
PLUS - student leadership and connectivity activities

**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
<ul style="list-style-type: none"> <li>• Data from the 2015 CHKS for 7th, 9th and 11th grade show that all of SUSD's tobacco, alcohol, inhalant and marijuana behavior indicators are lower than county results.</li> <li>• Most 2015 CHKS indicators for perceived harm of substances and high risk patterns of behavior are more positive than county results.</li> <li>• Tobacco, alcohol, inhalant and marijuana use has declined as shown by a comparison of 2011, 2013 and 2015 CHKS data.</li> <li>• The District's Advisory Committee meets regularly to provide input from community members and parents into the implementation of SUSD's prevention programs.</li> <li>• Each school submits a comprehensive Safe School Plan annually which requires crisis response plans and crisis response boxes at each school.</li> <li>• School staff and community partners meet with representatives from Student Support and Health Services quarterly at the Student Wellness Advisory to receive updated prevention resources and to consult about district health and support services.</li> </ul> <p>Best Practices.</p> <ul style="list-style-type: none"> <li>• Prevention instruction has transitioned</li> <li>• All students need to understand the harmful effects of alcohol, tobacco and other drug use and be fully equipped with the life skills necessary to avoid use.</li> <li>• All students need to become skilled at non-violent conflict resolution.</li> <li>• Project ALERT, a research validated alcohol, tobacco, other drugs and violence (ATODV) prevention curriculum, has been implemented in the 7th and 8th grade at all middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All students need to understand the harmful effects of alcohol, tobacco and other drug use and be fully equipped with the life skills necessary to avoid use.</li> </ul> <p>All students need to become skilled at non-violent conflict resolution and provide SEL skills development program in the classroom to increase skills and strategies in stress management and skills for coping and instruction to support mental health and wellness.</p> <p>Implementation of all district-wide ATODV prevention initiatives have been negatively impacted by budgetary shortfalls at the State level and by the elimination of Title IV Safe and Drug Free Schools and Communities funds. Currently only have ATOD Programs in grades 7 &amp; 8 (Grant funded)</p>

Strengths	Needs
<ul style="list-style-type: none"> <li>• Community-based counseling agencies provide both individual and group ATODV cessation counseling at all continuation and many comprehensive secondary schools. (Grant Funded)</li> <li>• Suspension and expulsion data indicates need for early intervention in alcohol, tobacco, other drugs and violence.</li> <li>• Expulsion data indicates that .30% of district enrollment is expelled and that 49% of the requests for expulsion result in an abeyance contract rather than an expulsion.</li> <li>• No schools currently meet the criteria of being a persistently dangerous school as defined by the California Department of Education.</li> <li>• An annual district-wide Middle School Leadership Conference is led by high school students to develop peer leadership and prevention education programs.</li> <li>• Club Live/Friday Night Live and PLUS are peer-led prevention and asset development programs at elementary/secondary schools.</li> <li>• The district-wide attendance rate is a very strong 95.96%.</li> <li>• Youth development approach to empower youth in leadership. Many varied activities.</li> </ul>	<p>The need for more articulation between middle and high school in regards to youth development, student engagement, and climate and safety.</p>

**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:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 5/01/2015 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5th: n/a% 7th: 5%	5th: n/a% 7th: .25%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th: 2% 9th: 4% 11th: 2%	7th: .25% 9th: .25% 11th: .25%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th: n/a% 7th: 11%	5th: n/a% 7th: .25%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th: 10% 9th: 21% 11th: 25%	7th: .50% 9th: .50% 11th: .50%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th: 6% 9th: 16% 11th: 16%	7th: .25% 9th: .25% 11th: .50%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5th: n/a% 7th: 17% 9th: 18% 11th: 24%	5th: n/a% 7th: .25% 9th: .25% 11th: .25%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th: 18% 9th: 16% 11th: 9%	7th: .25% 9th: .25% 11th: .25%

Truancy Performance Indicator	Most recent date: 5/01/2015 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 0.01 from the current LEA rate shown here.</p> <p>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</p>	.0147%	0.0116%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 05/01/2015 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: n/a% 7th: 35% 9th: 28% 11th: 32%	5th: n/a% 7th: .25% 9th: .25% 11th: .25%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: n/a% 7th: 53% 9th: 44% 11th: 40%	5th: n/a% 7th: .25% 9th: .25% 11th: .25%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	5th: n/a% 7th: 14% 9th: 12% 11th: 16%	5th: n/a% 7th: .25% 9th: .25% 11th: .25%
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	5th: n/a% 7th: 42% 9th: 32% 11th: 33%	5th: n/a% 7th: n/a% 9th: n/a% 11th: n/a%



**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 Peer Leaders Uniting Students (PLUS) Program (Process to Collect Data)	Performance Indicator Goal	Baseline Data																
<p>The program requires monthly student forums that focus on seeking student voice on school climate and then provides activities to generate solutions and develop action plans to actively engage students in implementing solutions.</p> <p>At the beginning of the forums student take a survey on school climate issues i.e. perceptions of bullying, harassment or perceptions of school safety... This student survey data uploaded in the PLUS Directional Leadership data base. Reports can be run by all schools to obtain and monitor student perceptions of the issues at the school.</p>	<p>Performance Indicators: Spring 2015 CHKS Data</p> <ol style="list-style-type: none"> <li>1. Student Perception of School Safety- (very safe)</li> <li>2. Caring Relationship</li> <li>3. Connectedness</li> </ol> <p>PLUS Program Data</p>	<table border="1"> <thead> <tr> <th>Grades</th> <th>7</th> <th>9</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>18%</td> <td>17%</td> <td>17%</td> <td></td> </tr> <tr> <td>35%</td> <td>28%</td> <td>32%</td> <td></td> </tr> <tr> <td>42%</td> <td>32%</td> <td>33%</td> <td></td> </tr> </tbody> </table>	Grades	7	9	11	18%	17%	17%		35%	28%	32%		42%	32%	33%	
Grades	7	9	11															
18%	17%	17%																
35%	28%	32%																
42%	32%	33%																

**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.

Program 1	
<b>Science Based Program Name:</b>	Project Alert
<b>Program ATODV Focus:</b>	ATODV
<b>Target Grade Levels:</b>	7th and 8th Grade
<b>Target Population Size:</b>	5478
<b>Purchase Date:</b>	July 2004
<b>Staff Training Date:</b>	July 2004 and ongoing
<b>Start Date:</b>	August 2004
Program 2	
<b>Science Based Program Name:</b>	Project Towards No Drug Abuse (TND)
<b>Program ATODV Focus:</b>	ATDOV
<b>Target Grade Levels:</b>	9-12
<b>Target Population Size:</b>	9535
<b>Purchase Date:</b>	July 1994
<b>Staff Training Date:</b>	July 1994 and ongoing
<b>Start Date:</b>	August 1994
Program 3	
<b>Science Based Program Name:</b>	
<b>Program ATODV Focus:</b>	
<b>Target Grade Levels:</b>	

**Target Population Size:**

**Purchase Date:**

**Staff Training Date:**

**Start Date:**

**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.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	ATODV	TK-8
Conflict Mediation/Resolution		
X Early Intervention and Counseling	ATODV	TK-12
X Environmental Strategies	V	TK-12
X Family and Community Collaboration	ATODV	TK-12
X Media Literacy and Advocacy	ATODV	6-8
X Mentoring	ATODV	TK-12
X Peer - Helping and Peer Leaders	ATODV	TK-12
X Positive Alternatives	ATODV	TK-12
X School Policies	ATODV	TK-12
X Service - Learning/Community Service	ATODV	7-12
X Student Assistance Programs	ATODV	TK-12
X Tobacco - Use Cessation	ATODV	6-12
Youth Development		
Caring Schools		
Caring Classrooms		
Other Activities		

**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.

Program 1
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 2
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 3
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>

**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 and is implementing the following programs and activities based on ongoing needs assessment, research, and guidance from the San Joaquin County Office of Education. This coordinated program is the result of collaboration within the District and with the District's Wellness Advisory Committee, Health Steering Committee, Coordinated School Health Committee as well as various community-based coalitions.

1. Project ALERT – SUSD's 2015 CHKS data shows that between 7th and 9th grade substance abuse ("any AOD use past 30 days") increases from 24% to 46%, indicating that this is a major age of onset for our students. Alcohol use in the past 30 days ("at least one drink") increases from 10% in the 7th grade to 25% in the 11th grade. This data indicates a substantial drop from previous year's survey data and may indicate that district efforts in prevention and positive connections/ engagement are having the desired effect. Marijuana use in the past 30 days shows an increase in use from 7th grade to 11th grade (6% to 16% in 2015). Tobacco use in the past 30 days increases from 3% to 5% between 7th and 11th grades. SUSD has sought to research and adhere to best practices in youth development and prevention. We believe the positive results are an indication of these efforts. We believe this data demonstrates the need for, and effectiveness of a multi-faceted approach, the implementation of a comprehensive research-validated substance-use prevention education curriculum as well as increased efforts in building positive environments that focus on youth development and engagement. SUSD is implementing Project ALERT prevention curriculum in the 7th and 8th grades, Project ALERT's prevention focus is on teaching the life skills necessary for resistance of alcohol, tobacco, and other drugs including: decision making, assertiveness, refusal skills and coping with anger and anxiety. SUSD also implements the Peer Leaders Uniting Student (PLUS) program with the goal of positively connecting with and engaging youth as leaders to assist in creating more positive and caring and connected school environments.

2. Project Towards No Drug Abuse (TND) – SUSD's 2015 CHKS data revealed an increase in the use of tobacco, drug and alcohol by our non-traditional high school students (9th through 11th grade) when compared to our comprehensive high schools students. These students continue to be a targeted subgroup for preventions and youth development efforts. 48% of continuation students have used alcohol in the past 30 days compared with 25% of their 11th grade peers at the comprehensive high schools. The same is true for past 30 day use of marijuana with 54% of continuation students using as compared with 16% of 11th graders at comprehensive high schools. 32% of these students report tobacco use in the past 30 days as compared to 5% percent of their peers at the comprehensive high schools. 45% of continuation students also reported binge drinking behaviors in the past 30 days ("5 or more drinks in a couple hours"), more than tripling the 14% rate at the comprehensive high schools. In our prevention approach SUSD combines the implementation of the TND as well as increasing peer leadership, engagement and connectivity opportunities. SUSD has been able to use the TUPE grades 6-12 grant to provide tobacco prevention education to inform and bring awareness to the negative effects of tobacco use in its attempts to prevent and reduce adolescent substance use and abuse. Through the grant funding SUSD has worked with community partners to place highly trained professionals in the school, providing a full range of substance abuse prevention and early intervention services as el as referral for cessation services.

3. Prevention Early Intervention and Counseling – SUSD has sought out and garnered input from students, parents, faculty, staff and community members through online surveys requesting input on what were the prioritized needs and services of which our schools were in need. Surveys overwhelmingly highlighted the need to hire more trained staff to provide supports and interventions. Many of those surveys indicated the need to hire highly qualified school counselors. SUSD utilizes school counselors to not only implement a comprehensive school counseling program but to implement school site Student Assistance Programs (SAP) as well. The hiring of school counselor to fulfill these two functions is to provide availability to high quality prevention and intervention services to our students in need. Counselors not only provide prevention and intervention services, they also assist in the case management and coordinate resources and referrals are available both internally and through community based agencies. Multiple points of data are utilized in identifying students in need of assistance. Such data includes academic, attendance, behavior, suspension and discipline data. As can be seen, our students, who are often experiencing severe challenges that are barriers to their academic progress and that require more intensive assistance than purely academic intervention or a prevention curriculum. According to the 2015 CHKS, 31% of 7th graders and 34% of 9th and 32% of 11th graders have experienced sad or hopeless feelings in the past 12 months "almost every day for two weeks or more that you stopped doing some usual activities". Additionally, 21% of 9th and 19% of 11th grade students reported "seriously considering attempting suicide" in the past 12 months.

4. Family and Community Collaboration – Parent education and involvement is encouraged district-wide to specifically target ATODV and in general by helping families build the developmental assets or strengths that their students need. Parent and community advisory groups such as the District's Parent Advisory Committee, PTA/PTOs, PTAs, School Site

Councils and a number of community-based coalitions routinely review various sources of needs assessment data and give input to program planning.

5. Peer Helping/Leaders – Students and advisors in groups such as Club Live, Friday Night Live, Principal Leadership Uniting Students (PLUS), Students Reaching Out receive summaries of the District’s CHKS with suggestions of how they can use the information to shape norms and plan programs. Prevention research has consistently shown that peer leadership programs such as these are the most effective way to empower students to live alcohol, drug, tobacco and violence free lives and make positive changes in school culture.

6. Positive Alternatives – CHKS data is shared with positive alternative programs as appropriate. Club Live and Friday Night Live utilize a formal statewide student assessment to measure program impact and progress toward goals. These programs along with parent groups who provide activities such as sober grad nights primarily use informal assessments of student needs on their campuses to plan activities.

7. School Policies – The district has adopted school policies to prevent ATODV based on CA Education Code and research that describes the norms and rules that set an environment that is conducive to learning. These policies include but are not limited to: inclusion of comprehensive drug and alcohol prevention education, closed campuses, dress codes, and truancy policies.

8. Service-Learning/Community Service/Students in Prevention (SIP) – Search Institute research indicates that students are less likely to have problems with ATODV and are more likely to be academically successful if they have more assets or personal strengths. The District’s service-learning and community service program builds assets for secondary-level students in the areas of community values youth, youth as resources, service to others, caring, responsibility and interpersonal competence.

9. Tobacco Use Cessation –According to the 2015 CHKS, lifetime use of tobacco (smoking a whole cigarette 1 or more times) increases from 5% in the 7th grade to 13% in the 11th grade. Past 30 day use of tobacco increases from 23% in the 7th grade to 4% in the 9th grade, then back down to 2% in 11th grade. The district provides cessation support utilizing two methods, Individual Interventions using Motivational Interviewing and a brief intervention program (This Way Out). Individual Interventions are conducted when a student violates Education Code 48900h, possession of tobacco on campus, or by personal and staff referral. During and Individual Intervention students are seen by trained staff, provided information and resources on tobacco cessation and offered cessation if they have an interest in further support. The intervention is a three-session, individualized brief intervention program designed specifically for youth who are experiencing mild to moderate problems associated with alcohol or other drug use. The program provides education, support, and guidance for teens and their parents. Through this brief intervention model of care, youth work one-to-one with trained Tobacco Educator in identifying and changing their choices and behaviors. If further support is needed or other substance abuse is discovered a referral to community services is provided.

10. Youth Development - The CHKS resiliency module provides data to guide the District’s ongoing youth development strategies. In addition to school wide PBIS and Plus, the District is equipped to provide training on the model for students, faculty, staff, parents and community members.

**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.

SUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. This evaluation information reflects the efforts that are conducted under the competitive Tobacco Use Prevention Education (TUPE) programs which are funded for 6th through 12th grades.

SUSD TUPE program staff conducts the California Healthy Kids Survey (CHKS) biennially with a district sample of 7th, 9th and 11th grade students, and all students that attend the District’s continuation high school. The most recent data available is from the spring of 2015 and includes results from the core, tobacco and resilience modules. In the spring of 2015 the survey was administered, but as a result of the loss of funding for Title IV Safe and Drug Free Schools, 5th grade students were not surveyed. Analysis of this data by site and district level staff will indicate progress toward measurable objectives. Staff also review and analyze suspension and expulsion data to determine student needs and plan the most relevant prevention and intervention programs.

Project ALERT was adopted as the District’s comprehensive tobacco, drug and alcohol prevention program in 2004 to replace "Here's Looking At You" curriculum. All K-8 schools began program implementation in the fall of 2004 at the 7th

grade level, and 8th grade booster lessons began in 2005. All selected teachers were trained by the program developer. The District TUPE Coordinator receives written verification from each middle school Principal to ensure the program is taught to fidelity. TUPE program staff conducts classroom observations as well, and provides ongoing technical assistance and training to selected teachers.

SUSD utilizes Project Tobacco No Drug Abuse (TND) at its continuation high school to provide targeted tobacco, alcohol and other drug use prevention education and intervention. Dedicated full-time TUPE program staff is assigned to assist the continuation high school in implementing the program. Staff maintains ongoing student contact logs, and conducts pre/post evaluations with every student. In addition, the District's Research and Evaluation department provides a comprehensive program analysis. The outcome measures analyzed for this evaluation include credit accumulation, attendance, grade point average, and frequency of home suspensions for tobacco or alcohol related infractions. Outcomes are assessed overall, and from one academic quarter to the next.

### **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.

SUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding.

Timeline for gathering data:

Spring 2013 and 2015 - The California Healthy Kids Survey is administered to 7th, 9th and 11th grade students and all continuation high school students.

Quarterly – District suspension and expulsion data is presented to Principals, Assistant Principals and the SUSD Board of Education annually.

Annually – District suspension and expulsion data is compiled for UMIRS (Uniform Management Information and Reporting System) which is available to the public online.

Timeline for reporting data:

CHKS – A Board Communication summarizing the CHKS findings and providing a link to the detailed report is provided in the spring following the biennial administration of the survey. District TUPE program staff distributes summary data through program advisor meetings, teacher trainings, community coalition meetings. School advisors share pertinent summary data at the site level through school newsletters, parent nights and "schoolloop" announcements. A web link is also provided to the complete CHKS data results on the WestEd website.

The District's Parent Advisory Committee (PAC) meets monthly for ongoing evaluation of all available performance indicators. The Student Wellness Advisory Committee (SWAC) meets quarterly and the TUPE Program staff attends a variety of community-based coalitions and reports regularly on the program progress and outcomes. This includes County-wide Tobacco Control Coalition (STOPP).

### **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])

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SUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, it has always been SUSD's policy is to provide equitable distribution of alcohol, tobacco, other drug and violence prevention resources to all schools and students. The needs of each school are evaluated individually. The District then targets its program services to meet each school's unique needs. Based on our asset development approach to prevention and intervention, SUSD's philosophy is to focus on developing the strengths of all of our students.

### **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.

SUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, many effective collaborative relationships with other federal state and local prevention programs have been established which support the District's alcohol, tobacco, other drug and violence prevention programs. Currently the District collaborates externally with Sacramento County Department of Human Assistance, Health and Human Services, Sheriff's Department, Probation, Child Protective Services, Alcohol and Drug Services, and Mental Health. In addition, the District collaborates with community-based organizations such as: San Joaquin County Prevention Services (SJCPS).

Internally, the Student Support and Health Services Department works collaboratively with Police Services, Food and Nutrition Services, Special Education, Counseling, Curriculum and Professional Learning, Health Services, TInformation Services, and the schools of the District. The District funds a coordinated alcohol, tobacco, other drugs and violence prevention program through a variety of grant opportunities including the TUPE 6-12 competitive grant from the California Department of Education. Coordinators of all of these programs work together by sharing information and resources together for program evaluation and planning as needed.

The District's Parent Advisory Committee (PAC) is a group of parents and community members who meet bimonthly to provide input into Title I, Homeless Education Program, Foster Youth Services and Tobacco Use Prevention Education (TUPE) programs.

A Coordinated School Health Committee also meets bimonthly to provide oversight to SUSD's health and prevention initiatives. This committee consists of school site representatives from both the elementary and secondary levels, parents, community members, representatives of community-based agencies, a member of the School Board and representatives from many departments within the SUSD including Student Support and Health Services (TUPE and School Nurses), Curriculum and Professional Development, and Food and Nutrition Services. The eight components of a coordinated school health program addressed by this committee are: health education, physical education, health services, nutrition, counseling and psychological services, healthy school environment, health promotion for staff and family/community involvement.

SUSD's Foster Youth Services takes a very collaborative approach to meeting the foundational needs of foster youth which include prevention of alcohol, tobacco, other drugs and violence. The District actively provides summer youth camp for foster youth ages 16 to 24. Foster Youth Services constantly collaborates with county social workers, foster family agency social workers and probation officers. SUSD's Foster Youth Services staff provides professional training for foster family agency and county social workers.

Additionally, each school has a Site Prevention Coordinator, who meets several times during the year with District TUPE Coordinators to receive training, technical assistance and collaborative planning time.

#### **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.

SUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, parents are valued partners in the Stockton Unified School District on many levels, including but not limited to contributing to the development of a variety of programs, implementing strategies as volunteers in classrooms and after school programs and serving as active members of various committees including the District's Parent Advisory Committee (PAC), Special Education Community Advisory, and District English Learner Parent Advisory Committee (DELPAC). At the site level, all parents are encouraged to be actively involved in their parent/teacher organizations whether they are PTAs, PTSAs or School Site Councils. Each school site keeps their parents informed of relevant issues and encourages their involvement at the school through newsletters and school websites. At the beginning of each year, all families in the district are sent a copy of the Code of Conduct and the Parent Handbook so parents will be fully informed of the range of services offered by the district as well as the behavioral expectations and policies. The Parent Handbook is translated into Spanish.

This document is also available on the District's website.

#### **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.



SUSD's services for pregnant and parenting minor parents have been reduced since the elimination of Cal-SAFE funding. In 2014-15, counselors at each of the comprehensive and continuation high schools, where many pregnant and parenting teens attend school, were trained in referring pregnant and parenting teens to the district TUPE coordinator and the Early Childhood Education Administrator for intake and connection to services in the community. Pregnant and parenting teens are referred to the TUPE Health Educator at their school site for a tobacco screening and counseling. They are also referred to the Adolescent Family Life Program (AFLP) offered through our county public health department for targeted services. A total of 20 students were referred for services in the 2014-15 school year. A range of referrals for various concerns were made including; substance abuse, tobacco use, homelessness, domestic violence, and prenatal care/support. The AFLP program has social workers who case manage pregnant / parenting teens and meet with students both on-site and in the community for continued alcohol, tobacco and other drug intervention or cessation support. Follow up training will continue in 2015-16.

**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 section 104420 [b](3))

Position/Title	Full Time Equivalent
Program Coordinator	0.8 FTE
Project Implementor/Educator	1.0 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.

SUSD will achieve a graduation rate of 80% by June 2015 and will increase 5% points annually. Every student will have their progress monitored quarterly by counselors based on the path to graduation defined in each students Four-Year Plan.

**5.1 (High School Graduates)**

<b>Activities/Actions</b>	<p>SUSD will achieve a graduation rate of 80% by June 2016 and will increase 5% points annually. Every student will have their progress monitored quarterly by counselors based on the path to graduation defined in each students 4 Year Plan.</p> <p>Ensure that all schools teach standards-aligned curriculum in core areas.</p> <p>Provide training in Common Core State Standards (CCSS) and Smarter- Balanced assessment to teachers and administrators.</p> <p>Moving towards requiring all 9th grade students to complete a Four-Year Plan which focuses on high school graduation and post-secondary exploration.</p> <p>Assign counselors to all students to ensure that they register in courses that meet graduation requirements; monitor students' course completion on a regular basis.</p> <p>Moving towards offering College and Career Exploration units to all students in 9th and 10th grades. Focus on Interest Inventories and career research and analysis to support post-secondary goals.</p> <p>Work with counselors to conduct an A-G Transcript Study of all students' transcripts annually to monitor graduation percentages of students' A-G completion and identify gaps and actionable areas of focus.</p> <p>Complete quarterly reviews of district and school suspension and expulsion data disaggregated by grade level, gender, and ethnicity. Develop, implement, and monitor plans to reduce suspensions/expulsions.</p> <p>Addressing disproportionality related to course access, discipline, and special education status through various review processes (ie. PBIS, ELAT, SST, etc.)</p> <p>Review annually site-level graduation data, disaggregated by ethnicity.</p> <p>Reinforce that graduation rates are a focus for district administration's work with principals.</p> <p>Conduct performance data reviews and discussions regularly with principals and vice principals, using MAP, SBAC, CELDT data, GPA and analysis of credits to monitor and evaluate academic student achievement. Disaggregate data by ethnicity, EL, socio-economic and special education status.</p> <p>Send progress notices and final grade reports to parents regarding student progress at intervals specified in Board Policy; schedule conferences when needed.</p> <p>Utilize Parent communication tool starting in 7th grade to regularly communicate student progress and curriculum expectations to parents.</p> <p>Provide information regarding graduation requirements to all students and parents through Course Catalogs, college fairs, orientations, bulletins, and newsletters. Provide and translate materials for speakers of other languages as required.</p> <p>Ensure that students and parents have access to the District Course Catalog and College Planning Guide, which outlines graduation requirements and course offerings.</p> <p>Support the district's Career Academies in providing a more personalized learning environment for students with a specific focus on Career Technical Education.</p> <p>Offer academic intervention programs at all high schools.</p> <p>Provide online credit recovery programs and extended day classes for students to meet graduation requirements. Offer credit recovery classes through Advanced Path, APEX, Extended Year and Adult Education to seniors 5-10 credits shy of graduating.</p>
<b>Students Served</b>	7th-12th graders
<b>Timeline/ Person(s) Involved</b>	Mark Hagemann, Ed Eldridge 07/01/2011 - 06/30/2016

<b>Benchmarks/ Evaluation</b>	Student Surveys Newsletters, Flyers Progress Reports Data from multiple sources, longitudinal data analysis by subgroup Course failure rates Completion of credits Graduation rates
<b>Funding Source</b>	General Fund
<b>5.2 (Dropouts)</b>	
<b>Activities/Actions</b>	<p>Outreach Liaisons are staffed at each of the comprehensive High Schools and work with students struggling academically and psycho-socially to keep them in school. They facilitate and hold Student Success Team (SST) meetings to address academic barriers and attendance issues. They work closely with counselors and administrators via referral and by reviewing student attendance and at times, discipline records. They are in a continuum of support-between counselors and teachers and administration.</p> <p>Provide a variety of alternative high school programs for students who may need a different environment to complete their high school education, such as an Independent Study Program, Charter School and/or Specialty Schools.</p> <p>Provide an Independent Study option to students who require a more flexible schedule to complete their high school education.</p> <p>Provide Career Technical Education programs to assist students with school-to-career connections and preparation courses that provide pathways to viable post-secondary careers.</p> <p>Offer intervention courses in mathematics and reading at all schools to provide opportunities for students who require additional support.</p> <p>Offer health and psychological services to students through social workers, nurses and psychologists.</p> <p>Utilize the IEP process to monitor and adjust programs to ensure academic success for Special Education students.</p> <p>Work with counselors to regularly monitor “at risk” students’ progress toward graduation.</p> <p>Monitor to ensure that school-to-home communication is made to parents regarding interventions for at-risk students.</p> <p>Mandate that schools monitor and document the number of students leaving, determine the reason(s) they are leaving, and identify where they are intending to go.</p> <p>Evaluate the impact of after-school Credit Recovery programs.</p> <p>Provide educational opportunities to 5th year seniors for high school completion at continuation high schools.</p> <p>Utilize Adult Education as a means for students who did not graduate to complete their high school education and receive a diploma, or to complete coursework and pass the GED.</p>
<b>Students Served</b>	7th-12th graders, 5th Year Seniors, Adult Ed Students
<b>Timeline/ Person(s) Involved</b>	Dee Alimbini 07/01/2011 - 06/30/2016
<b>Benchmarks/ Evaluation</b>	Student/Parent Surveys Newsletters, Flyers Progress Reports Data from multiple sources, longitudinal data analysis by subgroup Course failure rates Completion of credits/On Track percentages Course offerings Participation and passing rates for at-risk students Graduation rates

<b>Funding Source</b>	General Fund/Local Control Funding Formula (LCFF)
<b>5.3 (Advanced Placement)</b>	
<b>Activities/Actions</b>	<p>SUSD will increase Advance Placement (AP) course enrollment and achievement by 5% by June 2016 and will increase 5% points annually. Every student will have their progress monitored quarterly by teachers to assist with identifying deficits for reteaching prior to the AP exam.</p> <p>Regularly address the issue of disproportionality of underrepresented students in AP/Honors at secondary principals' meetings with follow-up by district office personnel.</p> <p>Utilize AP Potential and MAP scores to identify students with potential to succeed in AP courses</p> <p>Send letters to parents encouraging enrollment.</p> <p>Establish an Open Enrollment course registration process for Honors/AP courses and establish procedures for early identification and recruitment of students historically underrepresented in Advanced Placement courses.</p> <p>Ensure that students in 7th and 8th are offered Honors classes to build an academic content foundation for success in future AP courses.</p> <p>Moving towards providing horizontal teaming and vertical articulation structures between our middle and high schools to promote Honors/AP program planning.</p> <p>Partner with AVID to build a strong college-going culture in our district and in our schools.</p> <p>Fund Summer Advanced Placement (AP) Institute training for AP teachers.</p> <p>Monitor enrollment in AP courses, AP test participation rates, and pass rates for AP Exams annually by subgroup to review equity as well as district and individual school growth.</p> <p>Report data to all stakeholders.</p>
<b>Students Served</b>	7th-12th graders
<b>Timeline/ Person(s) Involved</b>	Mark Hagemann, Principals 07/01/2011 - 06/30/2016
<b>Benchmarks/ Evaluation</b>	<p>AP Course Enrollments by subgroup (Increase number of underrepresented students in AP classes)</p> <p>Letters of Eligibility/AP Information</p> <p>AP enrollment</p> <p>AP Enrollment rate</p> <p>Honors enrollment rate</p> <p>AP grades</p> <p>AP assessment scores</p> <p>Enrollment in Honors classes</p> <p>Number of Honors classes</p> <p>Regional articulation days</p> <p>AVID data</p> <p>College-going rate</p> <p>Completion of AP training</p> <p>AP course enrollment</p> <p>AP participation rate</p> <p>AP pass rate</p>
<b>Funding Source</b>	General Fund/Title II

**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."

Number of children eligible for Free/Reduced Price Lunch programs;

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Number of children eligible for Free/Reduced Price Lunch programs;</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>All schools that have over 40% poverty level are eligible in Stockton Unified.</p>

**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.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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>.

**Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program**

**Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program**

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 under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing 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 childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

The district provides a comprehensive needs assessment at the beginning of each year to identify strengths and weaknesses. Sites then use the disaggregated data to determine which programs to continue, develop, or cancel.

The district requires sites to use ELA/Math coaches to improve teaching methods and instructional strategies. Professional Development opportunities through the 10% Program Improvement funds are dedicated to improving teacher effectiveness in the classroom, which has one of the highest correlations to increased student achievement (Hattie).

The district provides summer science/math programs to bridge the gaps or increase knowledge about possible career opportunities.

The district is implementing AVID which is a proven college readiness system where all schools will receive training/certification in phases over a 4 year period. School sites use Counselors to provide both social, emotional, academic and behavioral assistance to increase student engagement and performance. At risk students are provided with access to supplementary computer programs to assist with identified gaps in their learning. In some cases, students have access to these program through the internet at home, or can bring the technology with them to complete their assignments. The student data assessment system, Illuminate, allows teachers and administrators to monitor student progress at the standard level and overall performance. Additionally, it allows teachers to create common formative assessments that enable them to check for understanding prior to administering district mandated summative assessments and performance tasks.

The district has set requirements for applying to SUSD to ensure that all new teachers meet Highly Qualified Teacher (HQT) requirements. Additionally, the district provides current teachers with opportunities to meet subject matter competency through tests and course work. SUSD participates in multiple recruitment fairs to attract HQ teachers.

The district has embarked on Professional Learning Community (PLC) training throughout the district for school site Leadership Teams, to develop an environment of collaboration, that will lead to increased knowledge, understanding, and student achievement. The district also provides opportunities for other personnel to learn about district initiatives and how their service impacts student, parent, and community involvement.

The Parent/Community Empowerment Office has increased parent involvement through trainings on:

- Parent Academy, Parent Notebook, ParentVue, No Bullying, P.T.A., PAC Members, Roberts Rules, Coffee Hours,
- Parent of the Month, LCAP/LCFF, Common Core and Safety and Preparedness Presentation

The district has preschools located on school site campuses to assist with transition from early childhood programs to elementary school programs. Additionally, the preschool department is articulating their program curriculum with the Transitional Kindergarten and Kindergarten requirements from the Common Cores State Standards.

The district has assigned Intervention teachers to designated sites to assist students who are experiencing difficulty with mastering state standards.

**Targeted Assistance Programs (TAS) - Student Identification**

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	N/A

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.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	N/A
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The 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.</p>	

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."

School Choice - If a Title I school that does not make Adequate Yearly Progress (AYP) for two consecutive years in specific areas is identified for Program Improvement (PI). Each newly identified PI school must offer parents a school



choice (i.e., all parents of students in PI schools have the option of sending their students to schools in the district that are not in PI).

The SES program is mandated by the Federal Government, Districts and Schools in Program Improvement are required to facilitate student access to free tutoring.

<b>Program Improvement (PI) - Parent Notification</b>	
<p>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.</p>	<p>Parents of students attending PI schools are notified each spring of their right to transfer to a non-PI school with a deadline for submission for school-choice based on eligible non-PI schools in the district.</p> <p>Parents of students attending PI Year 2 or more schools are sent an application for tutoring services along with a list of eligible SES providers. Additionally, the district provides parents an opportunity to meet with providers during their SES Fair. The application provides details on the SES requirements which are then verified when returned applications are entered into the SES program.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><b>School Choice -</b>            All parents of students in PI schools have the option of sending their students to schools in the district that are not in PI. The district is responsible for transportation to the non-PI schools. Parents complete an application for school of choice transfer which is reviewed by District Choice Team and Site Principal(s). Transportation is informed of the students wanting transportation to the non-PI school for the next year. Transportation coordinates bus schedules to ensure student(s) get to thier non-PI school of choice.</p> <p><b>Supplemental Educational Services -</b>            The district enters into contractual partnerships with SEA-approved SES tutoring organizations (known as Providers). The district then disseminates packets of SES program information to qualifying families. Packets include an introductory letter, parent guide outlining the SES program and process for applying, a blank application for the program, and a summary of contracted SES Provider services. The district processes applications received and prioritize enrollment based on socio-economic factors and academic performance records. Enrollment rosters are distributed to school sites and SES Providers who in turn notify families of their enrollment status. The district then processes Individual Student Learning Plans (ISLP) and Attendance Records submitted by Providers, which leads to processing invoices for payment of services rendered. The district monitors Provider services through observations, phone calls, and student progress reports. Parents will be asked to complete survey on Provider services at the end of the tutoring sessions.</p>

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."

Per ESEA legislation, poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.

Develop professional development (PD) programs aligned with academic standards, based on scientific research, and coordinated across federal, state and local programs. PD will help teachers and principals to use data and assessments, and to identify appropriate interventions to eliminate achievement gaps. The coordinated program will help teachers and principals to address diverse student learning needs, integrate technology to improve teaching and learning, and involve parents in the education of their children.

**Highly Qualified Teachers**

**Highly Qualified Teachers**

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.

**NCLB Compliance**  
Supports district initiatives to ensure that all teachers are HQT compliant or provides PD opportunities or training to assist them in obtaining their HQT credential.

**Equitable HQT Distribution Among Schools**  
Use data on teacher and principal recruitment, retention and levels of experience, evidence of new teacher support programs and placement of Provisional Intern Permits (PIPs), Short Term Staff Permits (STSPs) and Interns to ensure that distribution of PIPs, STSPs and Interns are not disproportionately high in high-poverty, high-minority schools.

**Professional Development Plan**  
Create a PD plan that aligns to current goals in collaboration with all stakeholders to meet the requirements of federal, state and local programs.

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

**Investigate HQT Status and Student Achievement**  
From student achievement data, and teacher credentialing and assignment information, identify significant relationships between teacher HQT status and student achievement. Distribute information to parents on their child's teacher's status (who are not HQT) so they can make informed decisions.

**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.

**Increased Program Effectiveness**

educational services 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.

Services for Preschool-With the following funding sources (California State Preschool Program, First 5 and Head Start Funds) Stockton Unified School District is able to provide preschool services for 2,067 children ages 3 to 5.

Stockton Unified School District (SUSD) uses the Success For All-Curiosity Corner and Frogstreet curriculum. Both curriculums are comprehensive programs designed to meet the needs of three- and four-year- old preschoolers and provide a strong foundation in language and literacy, mathematics, science, listening, reasoning, problem solving and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction.

The curriculum provides teachers with well-structured thematic units aligned with the California Learning Foundations and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program in both individual and small group settings that take place in both indoor and outdoor environments. It provides a balanced program of child driven and adult supervised activities. It is linguistically and culturally appropriate and encompasses the seven developmental domains.

In addition, SUSD uses the Early Childhood Environment Child Rating Scales - Revised (ECERS-R) to ensure all preschool classrooms provide sufficient time, space, materials, and adult supervision to support the development level of each child's gross, fine, cognitive, and social emotional skills. Additionally, SUSD Early Childhood department utilizes the "Go, Grow and Glow" curriculum to integrate the educational requirements of health, nutrition and physical fitness into the preschool program. In addition, the SUSD Health Services department provides professional development for the Go, Grow and Glow curriculum and provides Body Mass Index screenings for the purpose of early intervention and nutrition assistance.

The SUSD preschool nurse also provides vision and hearing screenings for every preschooler enrolled in the program and referrals are made as needed. The SUSD preschool nurse also provides training to all preschool teachers in CPR, First Aide, administering medications and allergic reactions (EPI Pen). Parents are an integral part of all SUSD preschools. They are involved in the development of the programs goals and vision as well as curriculum implementation by volunteering in the classroom and serving on the Parent Advisory Committees (PAC) at each site. The purpose of the PAC committee is to involve parents in their children's education and to seek their input and advise the program in improving services. Parent Education Activities are provided for parents, children, caregivers and childcare providers on monthly basis. A total of eight workshops are provided annually at each site. Topics may include: Nutrition, Positive Parenting, Water Safety, Lead Poisoning, School Readiness, with one workshop focused on Family Literacy for parents to learn the importance of reading in the home and techniques to developing early literacy skills with their children.

In all SUSD preschools, students are assessed using the Desired Results Developmental Profile 2015 within 60 calendar days of the child enrolling into the program. Once the child has been assessed, teachers meet with each parent to share the developmental level of the child and discuss any concerns that may lead to a referral. Parents of preschool children also complete a Desired Results Parent Survey as part of the Desired Results System. The Desired Results Developmental Profile is completed twice annually resulting in pre and post parenting conferences.

Stockton Unified School District Early Childhood department incorporates social services and addresses mental health through the following process:

- Preschool teachers make referrals to their assigned social service worker.
- Referrals may include speech, behavior, special education concerns, health, basic needs, inclusion, domestic violence, respite care, homelessness, transportation, food, potty training, lack of health insurance ect...
- Once the referral is made to the social services worker, the worker will meet with the parent, assist parent in filling out the Ages and Stages questionnaire, will utilize the questionnaire and the parents responses to



## **Part III**

### **Assurances and Attachments**

## **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 4<sup>th</sup> and 8<sup>th</sup> 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:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
  - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - c. 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.
  - d. 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.
  - e. 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.
  - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - g. 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.
  - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - i. 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.
  - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - k. Collaboration with adult literacy service providers.
  - l. 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.
  - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - 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.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

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

### **TITLE IV, PART A, SUBPART 3**

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

### **TITLE V, PART A**

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

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

- (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**

Ms. Julie Penn

Printed or typed name of Superintendent

2/23/2016

Date



Handwritten signature of Julie Penn in cursive script, written over a horizontal line.

Signature of Superintendent

## Local Educational Agency Plan Stockton Unified School District

### Appendix A

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

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

#### **California's NCLB Performance Goals and Performance Indicators**

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

**1.1 Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

**1.2 Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

**1.3 Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

**2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

**2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

**3.1 Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

**3.2 Performance indicator:** The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

**3.3 Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

**5.1 Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**5.2 Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## Local Educational Agency Plan Stockton Unified School District

### Appendix B

#### **Links to Data Websites**

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)  
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/ds/dc/cb/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California Assessment of Student Performance and Progress (CAASPP)  
<http://www.cde.ca.gov/ta/tg/ca/>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/statetests/star/index.html>

**Local Educational Agency Plan  
Stockton Unified School District**

**Appendix C  
(School-Based Programs)**

**Science-Based Programs**

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

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

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: Model Programs: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

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

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

**School-Based Programs**

**Intended program outcomes and target grade levels.  
See research for proven effectiveness**

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E



**Appendix C  
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Appendix C  
(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

**Local Educational Agency Plan  
Stockton Unified School District**

**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:

<b>Activities</b>	<b>Research Summaries Supporting Each Activity:</b>
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

**Local Educational Agency Plan  
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**Appendix E  
(Promising or Favorable Programs)**

**Promising or Favorable Programs**

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did 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: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

**Appendix E**  
**(Promising or Favorable Programs)**

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

**Appendix E**  
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

## Appendix F

### District & Student Performance Data

#### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	3347	3280	98.0	3270	2352.0	5	11	24	60
Grade 4	3044	2990	98.2	2978	2387.6	5	10	18	66
Grade 5	3081	2978	96.7	2965	2429.0	4	17	20	59
Grade 6	2779	2721	97.9	2713	2464.5	3	19	31	46
Grade 7	2773	2699	97.3	2683	2492.3	4	21	31	44
Grade 8	2829	2715	96.0	2700	2520.8	4	27	34	35
Grade 11	2328	2162	92.9	2104	2540.7	9	27	28	34
All Grades	20181	19545	96.8	19413		5	18	26	50

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6	30	64	6	35	60	5	52	43	7	40	53
Grade 4	5	33	62	4	36	59	5	54	41	5	39	51
Grade 5	6	31	63	7	36	57	5	52	43	11	51	38
Grade 6	6	38	56	7	41	52	6	63	31	10	61	29
Grade 7	8	41	51	9	47	44	6	61	33	11	53	36
Grade 8	11	47	42	10	51	39	6	64	30	11	57	31
Grade 11	16	49	34	16	47	36	9	56	35	18	55	27
All Grades	8	38	54	8	41	50	6	57	37	10	50	39

#### Conclusions based on this data:

1. Overall, the district percentage of meeting or exceeding ELA standards increases with grade level, with 31% in 8th grade and 34% in 11th grade having the highest percentages meeting standards.
2. Research and Inquiry had the highest percentage of students (10%) Above Standard, while Reading had the highest percentage Below Standard (54%).
3. Listening had the highest percentage of students At or Near and Above Standard (63%).

**CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	3347	3285	98.1	3276	<b>2372.8</b>	4	16	26	53
Grade 4	3044	2994	98.4	2980	<b>2417.5</b>	4	13	36	46
Grade 5	3081	2987	96.9	2979	<b>2430.9</b>	3	8	25	64
Grade 6	2779	2727	98.1	2720	<b>2461.7</b>	5	13	30	52
Grade 7	2773	2707	97.6	2696	<b>2480.7</b>	6	13	31	50
Grade 8	2829	2731	96.5	2711	<b>2493.7</b>	6	12	27	54
Grade 11	2328	2145	92.1	2111	<b>2512.3</b>	3	13	21	61
All Grades	20181	19576	97.0	19473		5	13	28	54

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	11	30	59	7	35	58	7	46	47
Grade 4	9	28	63	5	35	59	7	38	55
Grade 5	6	21	73	4	26	70	4	34	62
Grade 6	8	28	64	5	41	54	7	45	48
Grade 7	10	30	60	7	49	44	8	66	26
Grade 8	10	27	62	8	51	41	7	49	44
Grade 11	7	27	66	6	48	46	6	53	40
All Grades	9	27	64	6	40	54	7	47	47

**Conclusions based on this data:**

1. Overall, the district percentage of meeting or exceeding math standards is 18%, with 3rd (20%) and 7th (19%) grades having the highest percentages meeting standards while 5th grade had the lowest percentage (11%) meeting standards.
2. Concepts and Procedures claim has the highest percentage of students Above standard (9%) and Below standard (64%).
3. Communicating Reasoning has the highest percentage of students At or Near and Above standards (54%).



## Appendix F

### District & Student Performance Data

#### Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	8,979	9096	9,361
Percent with Prior Year Data	99.7	99.2	99.5
Number in Cohort	8,954	9020	9,316
Number Met	4,059	4536	5,111
Percent Met	45.3	50.3	54.9
NCLB Target	57.5	59.0	60.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7,635	2,906	6649	3880	6,339	4,374
Number Met	1,195	853	1026	1334	1,053	1,867
Percent Met	15.7	29.4	15.4	34.4	16.6	42.7
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

**Conclusions based on this data:**

1. The district (54.9%) continues to be below the state target of 60.5% in 2014-15 but has made growth over the last three years.
2. The district have had increases in meeting CELDT proficiency for both groups but are still below the state NCLB targets.
3. The district has met participation rates over the past three years but not proficiency. The state has not released the results year for 2014-15.

## Appendix F

### District & Student Performance Data

#### California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	2	0	34	3	255	21	391	32	549	45	1,231
<b>1</b>	2	6	2	6	9	25	5	14	18	50	36
<b>2</b>	*****	***	4	13	5	16	4	13	19	59	32
<b>3</b>	1	3	2	6	1	3	4	13	23	74	31
<b>4</b>			1	3	1	3	3	10	24	83	29
<b>5</b>	1	5			1	5	16	1	5	84	*****
<b>6</b>	2	8	5	19	4	15	2	8	13	50	26
<b>7</b>	1	4	1	4	2	8	1	4	21	81	26
<b>8</b>	1	4	1	4	1	4			23	88	26
<b>9</b>	2	9	2	9	3	13	3	13	13	57	23
<b>10</b>			2	8	1	4	1	4	22	85	26
<b>11</b>	2	8			1	4	3	12	20	77	26
<b>12</b>	2	18	2	18					7	64	11
<b>Total</b>	16	1	56	4	284	18	418	27	768	50	1,542

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	3	2	27	16	64	38	51	30	23	14	168
<b>1</b>	59	5	5	29	528	42	220	18	93	7	1,248
<b>2</b>	16	1	179	15	489	42	331	29	142	12	1,157
<b>3</b>	24	2	2	14	517	42	344	28	200	16	1,236
<b>4</b>	33	3	265	24	546	50	151	14	94	9	1,089
<b>5</b>	86	8	381	37	354	35	131	13	68	7	1,020
<b>6</b>	39	6	222	32	286	41	81	12	63	9	691
<b>7</b>	100	16	269	42	161	25	52	20	57	9	639
<b>8</b>	81	14	266	46	143	25	43	8	40	7	573
<b>9</b>	18	4	147	30	205	42	71	15	46	9	487
<b>10</b>	23	5	137	33	150	36	59	14	50	12	419
<b>11</b>	20	6	123	36	135	40	41	12	19	6	338
<b>12</b>	33	12	123	43	75	26	28	10	27	9	286
<b>Total</b>	535	6	2,638	28	3,653	39	1,603	17	922	10	9,351

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	5	0	61	4	319	23	7	32	3	14	1,399
<b>1</b>	61	5	350	27	537	42	225	18	111	9	1,284
<b>2</b>	16	1	183	15	494	42	1	10	1	10	1,189
<b>3</b>	25	2	153	12	518	41	1	6	2	12	1,267
<b>4</b>	33	3	266	24	547	49	1	17	118	11	1,118
<b>5</b>	87	8	381	37	355	34	1	10	84	8	1,039
<b>6</b>	41	6	227	32	290	40	83	12	76	11	717
<b>7</b>	101	15	270	41	163	25	53	8	78	12	665
<b>8</b>	82	14	267	45	144	24	43	7	63	11	599
<b>9</b>	20	4	149	29	208	41	74	15	59	12	510
<b>10</b>	23	5	139	31	151	34	60	13	72	16	445
<b>11</b>	22	6	123	34	136	37	44	12	39	11	364
<b>12</b>	35	12	125	42	75	25	28	9	34	11	297
<b>Total</b>	551	5	2694	25	3937	36	2021	19	6	8	10,893

**Conclusions based on this data:**

1. 5% of our Initial students met Initial Fluent English Proficiency in 2014-15 (CELDT Level 4 or 5) with 77% entering at CELDT Level 1 or 2.
2. 34% of our Annual students met CELDT Level 4 or 5 and are eligible for reclassification, with 39% still at Level 3, while 27% are stagnate or making little growth.
3. Overall, 30% of students are at CELDT Level 4 or 5, 36% at Level 3, and 27% at Level 1 or 2.

## Appendix F

### District & Student Performance Data

#### MAP Assessment Data (Reading)

Reading	14-15 % Met Growth	15-16 Target % to Meet Growth
<b>Overall</b>	55.0%	57.2%
<b>Grade K</b>	61.3%	63.2%
<b>Grade 1</b>	49.7%	52.3%
<b>Grade 2</b>	50.5%	53.0%
<b>Grade 3</b>	51.3%	53.7%
<b>Grade 4</b>	55.3%	57.6%
<b>Grade 5</b>	53.8%	56.1%
<b>Grade 6</b>	60.0%	62.0%
<b>Grade 7</b>	58.3%	60.4%
<b>Grade 8</b>	58.0%	60.1%
<b>Grade 9</b>	50.3%	52.8%
<b>Grade 10</b>	57.7%	59.8%
<b>American Indian or Alaska Native</b>	54.7%	56.9%
<b>Asian</b>	57.3%	59.4%
<b>Black or African American</b>	51.6%	54.1%
<b>Filipino</b>	56.4%	58.6%
<b>Hispanic</b>	55.0%	57.2%
<b>Native Hawaiian or Other Pacific Islander</b>	45.5%	48.2%
<b>White</b>	55.9%	58.1%
<b>English Learner</b>	54.9%	57.1%
<b>Sp Ed</b>	49.5%	52.0%
<b>SED</b>	54.5%	56.8%

#### **Conclusions based on this data:**

Kindergartent students have the highest percentage (61.3%) of students meeting their growth, followed by 6th grade (60.0%), with 1st grade the least (49.7%).

Asian students have the highest percentage (57.3%) of students meeting their growth, with Native Hawaiian or Other Pacific Islander the least (45.5%).

English Learner (EL) and Socio-Economically Disadvantaged (SED) subgroups are performing slightly below (54.9% and 54.5%, respectively) the overall district growth (55.0%). Special Ed subgroup is performing well below (49.5%) district average.

**MAP Assessment Data (Mathematics)**

<b>Mathematics</b>	<b>14-15 % Met Growth</b>	<b>15-16 Target % to Meet Growth</b>
<b>Overall</b>	62.5%	64.4%
<b>Grade K</b>	67.8%	69.4%
<b>Grade 1</b>	66.9%	68.6%
<b>Grade 2</b>	59.6%	61.6%
<b>Grade 3</b>	65.4%	67.1%
<b>Grade 4</b>	66.6%	68.3%
<b>Grade 5</b>	57.9%	60.0%
<b>Grade 6</b>	63.7%	65.5%
<b>Grade 7</b>	62.4%	64.3%
<b>Grade 8</b>	60.6%	62.6%
<b>Grade 9</b>	55.5%	57.7%
<b>Grade 10</b>	55.3%	57.6%
<b>American Indian or Alaska Native</b>	58.8%	60.9%
<b>Asian</b>	66.8%	68.5%
<b>Black or African American</b>	57.9%	60.0%
<b>Filipino</b>	68.4%	70.0%
<b>Hispanic</b>	62.1%	64.0%
<b>Native Hawaiian or Other Pacific Islander</b>	65.5%	67.2%
<b>White</b>	63.4%	65.3%
<b>English Learner</b>	63.2%	65.0%
<b>Sp Ed</b>	62.5%	64.4%
<b>SED</b>	61.8%	63.7%

**Conclusions based on this data:**

Filipino subgroup has highest percentage of students (68.4%) meeting their math growth targets, followed by Asian (66.8%), with Black or African American the least (57.9%).

English Learner (EL) subgroup's growth is slightly above (63.2%), Special Education (Sp Ed) subgroup is performing the same (62.5%), and Socio-Economically Disadvantaged (SED) subgroup is slightly below the overall district growth (62.5%).

Kindergarten had the highest percentage of students (67.8%) meeting their growth targets, followed by Grade 1 (66.9%) with Grade 9 and 10 having the least growth (55.5% and 55.3%, respectively).

**Graduation and Dropout Rate (Four Year Cohort Rate)**

Indicator	District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	19.4	9.9	17.90	13.1	11.4	11.50
<b>Graduation Rate</b>	71.09	83.09	76.40	78.87	80.44	80.95

**Conclusions based on this data:**

District has slightly decreased their Dropout Rate over the past three years from 19.4% in 2011-12 to 17.9% in 2013-14. District rate is 6.4% higher than the state average of 11.5% in 2013-14.

District has increased their Graduation Rate over the past three years from 71.09% in 2011-12 to 76.4% in 2013-14. District rate is 4.55% lower than the state average of 80.95% in 2013-14.

2015-2016

LEA Plan

Additional

Documents



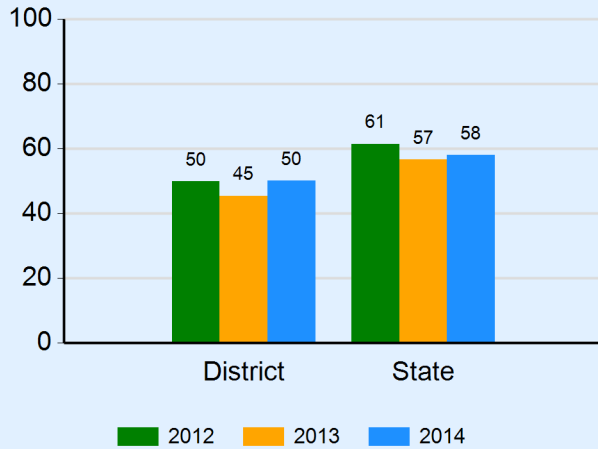


# Local Control Funding Formula (LCFF) State Priorities Snapshot 2014–15 Reporting Stockton Unified

Address: 701 North Madison St., Stockton, CA 95202  
Grades Offered: K-12  
County-District-School Code: 39-68676-0000000

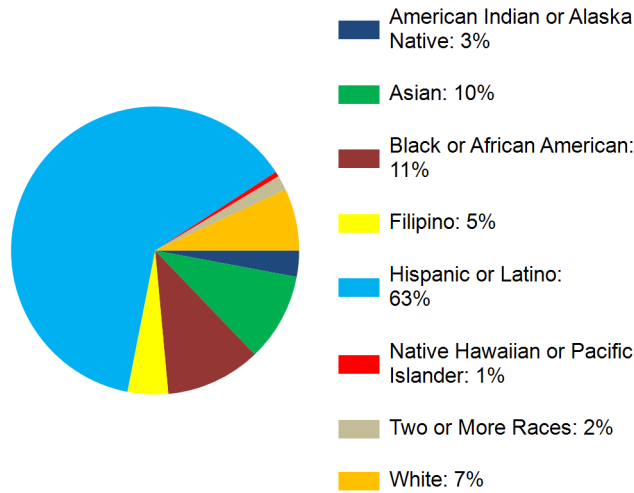
## Student Achievement

**Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency**



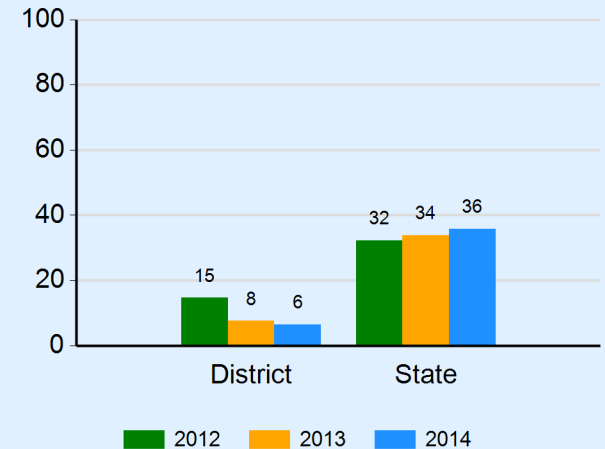
## Enrollment (34355)

**2013–14 Enrollment by Race/Ethnicity**

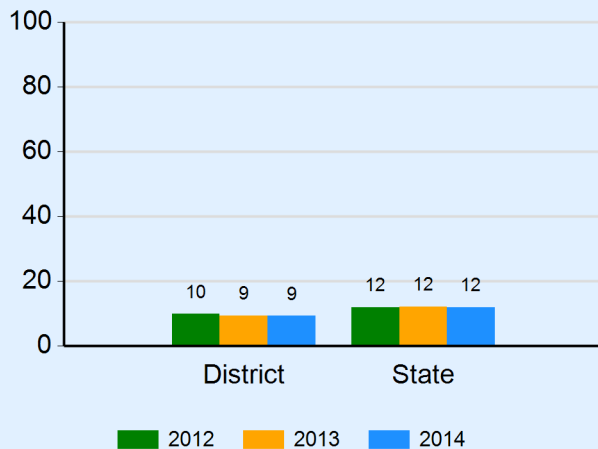


## Student Achievement

**Percent of 4-Year Cohort that Completed "a-g" Requirements**



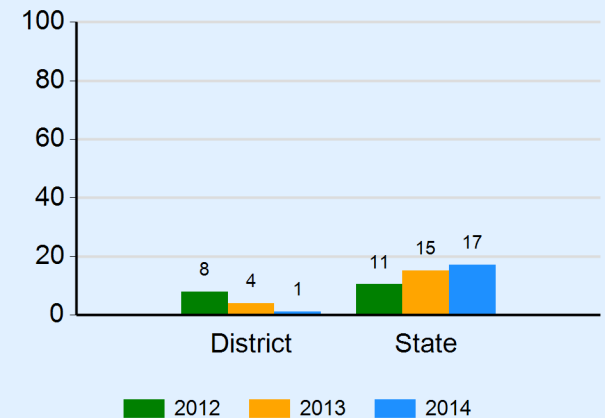
**Percent of EL Students Who Were Reclassified**



**2013–14 Enrollment by Program Eligibility**

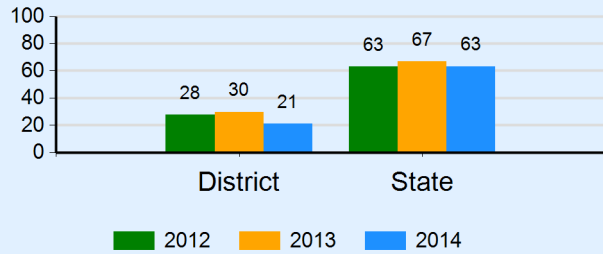
English Learner (EL)	10,249 (30%)
Socioeconomically Disadvantaged (SED)	30,655 (89%)
Students With Disabilities (SWD)	3,136 (9%)
Foster Youth (FY)	204 (1%)

**Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway**



### Student Achievement: Districtwide

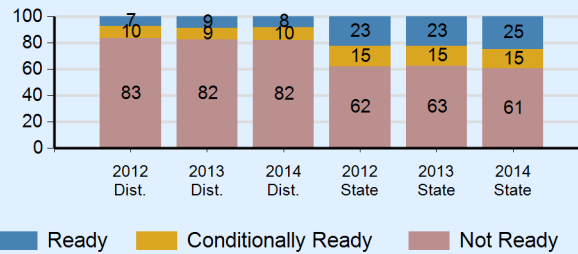
**Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher**



**Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam**

2012	2013	2014
6,728 (5.0%)	6,445 (6.0%)	6,348 (7.0%)

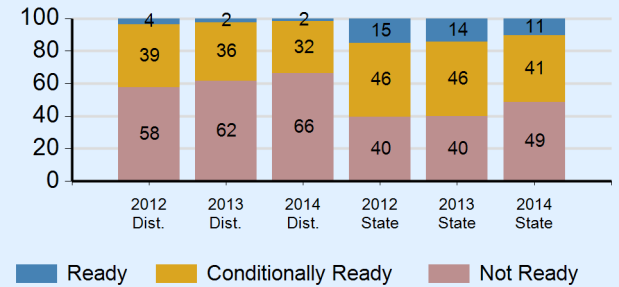
**Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)**



**Grade 11 Enrollment and Percent of Students Who Took the EAP ELA**

2012	2013	2014
2,235 (81.2%)	2,173 (75.1%)	2,019 (72.5%)

**EAP College Readiness Results for Mathematics**

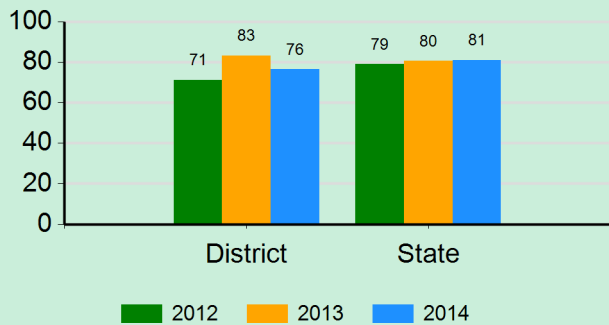


**Grade 11 Enrollment and Percent of Students Who Took the EAP Math**

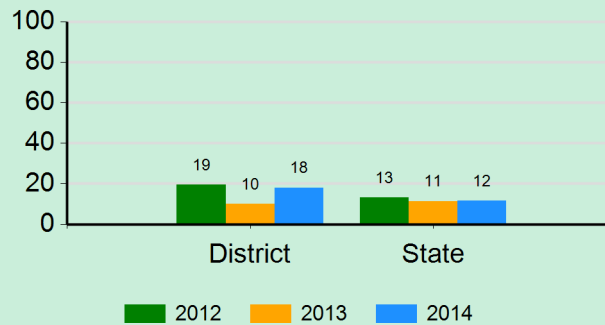
2012	2013	2014
2,235 (22.4%)	2,173 (27.2%)	2,019 (35.4%)

### Student Engagement: Districtwide

**4-Year Cohort High School Graduation Rate**



**4-Year Cohort High School Dropout Rate**



**Middle Grade Dropout Counts and Rate**

Level	2012	2013	2014
District	14 (0.6%)	8 (0.3%)	14 (0.5%)
State	2,737 (0.6%)	2,870 (0.6%)	1,185 (0.3%)

Middle Grade dropout counts include all students in grade 8 and students in grade 9 for schools where the highest grade of enrollment is grade 9 (e.g., 7-9).

### District Climate

**Number and Percent of Students Suspended**

Level	2012	2013	2014
District	2,242 (5.2%)	4,578 (11.0%)	4,267 (10.1%)
State	366,629 (5.7%)	329,370 (5.1%)	279,383 (4.4%)

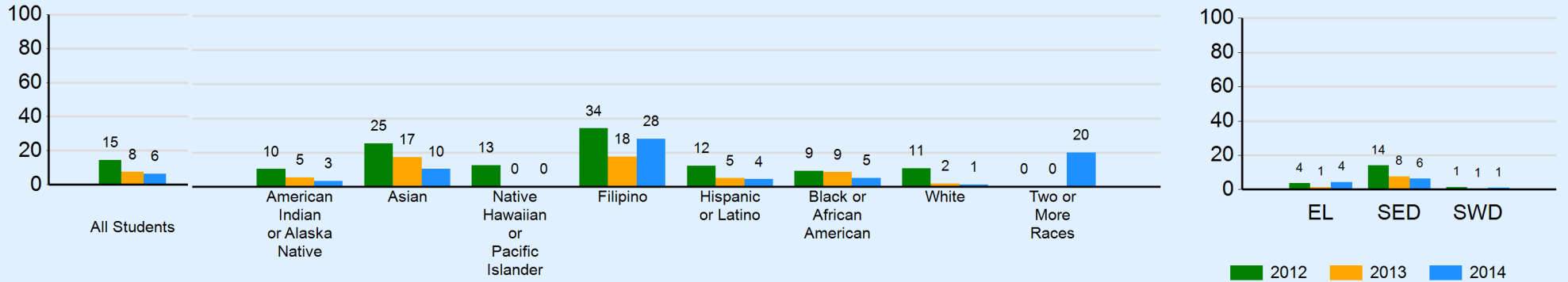
**Number and Percent of Students Expelled**

Level	2012	2013	2014
District	61 (0.1%)	10 (0.0%)	34 (0.1%)
State	9,553 (0.1%)	8,266 (0.1%)	6,611 (0.1%)

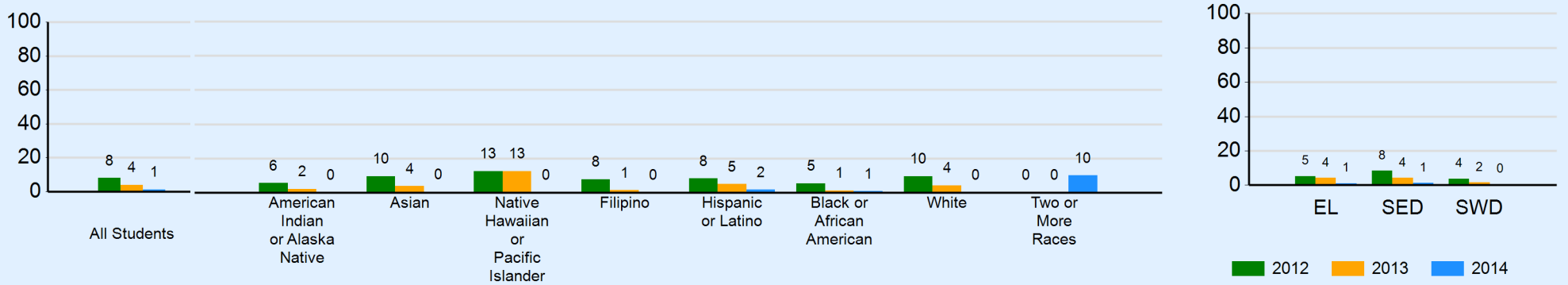
# Student Achievement: Student Groups

(Stockton Unified)

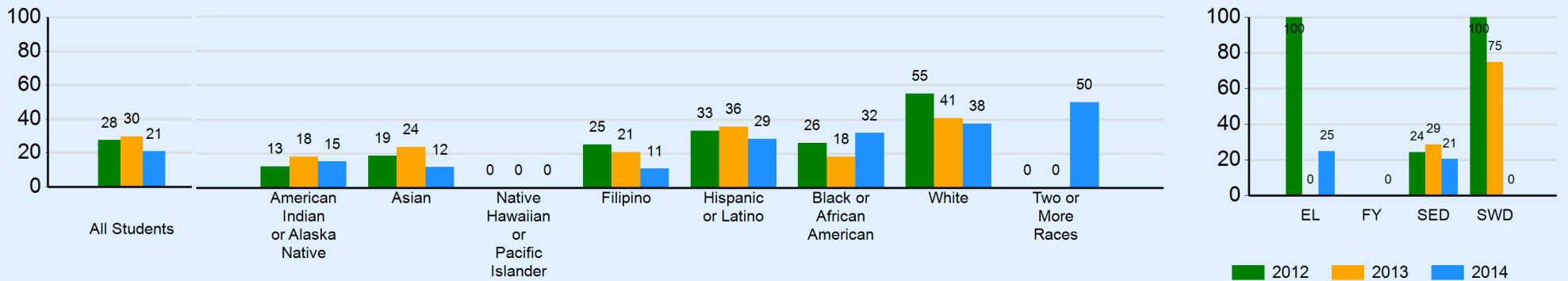
### Percent of 4-Year Cohort that Completed "a-g" Requirements by Student Groups



### Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups

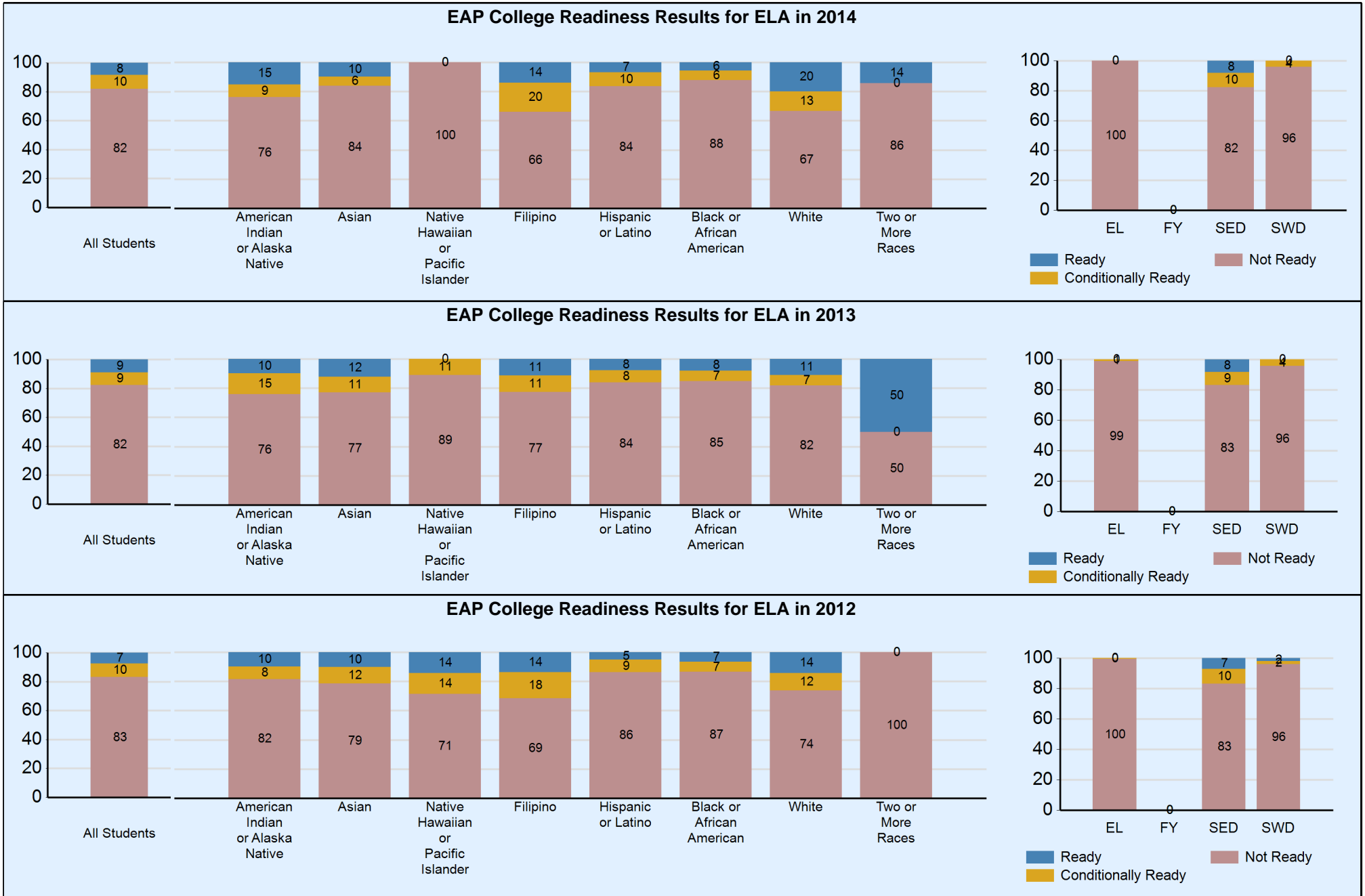


### Percent of Student Groups that Passed the AP Exam with a Score of 3 or Higher (Percent is based on students that took an AP Exam.)



## Student Achievement: Student Groups

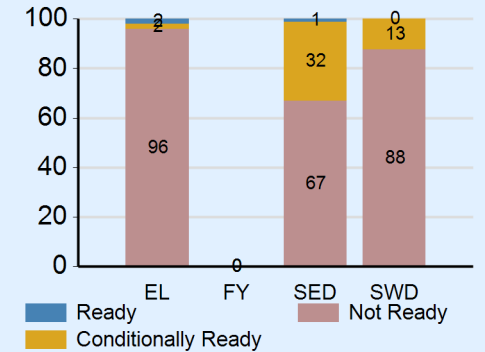
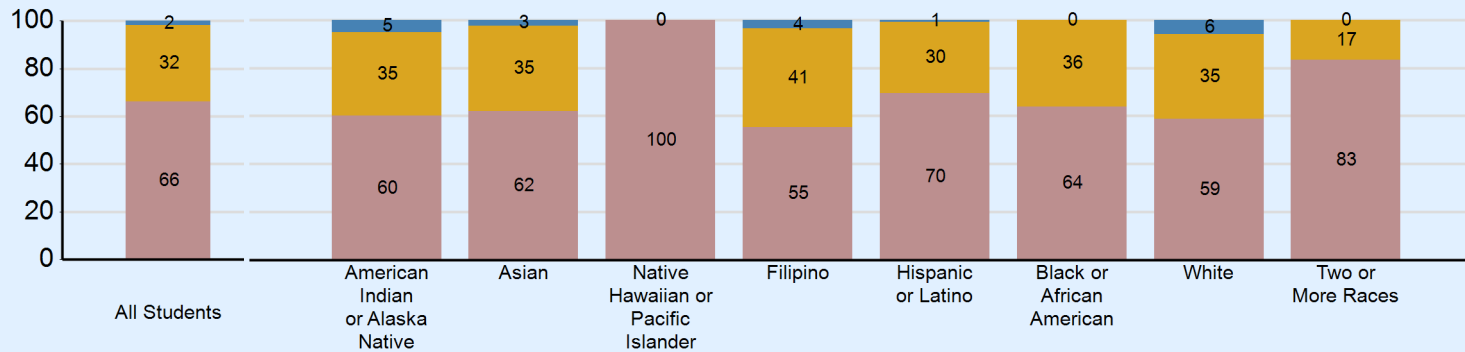
(Stockton Unified)



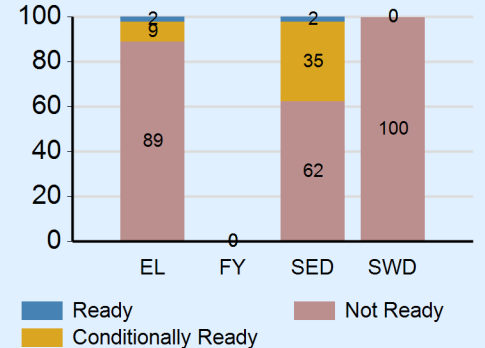
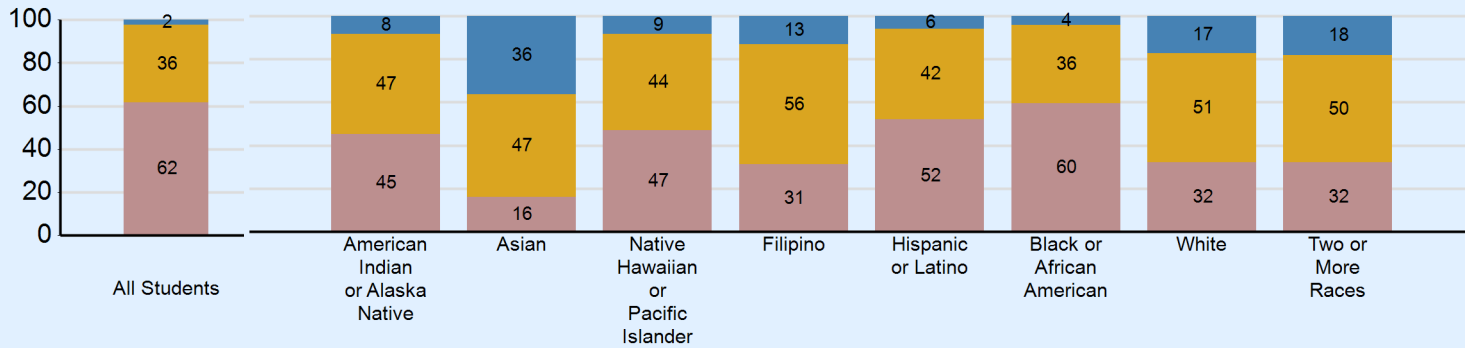
# Student Achievement: Student Groups

(Stockton Unified)

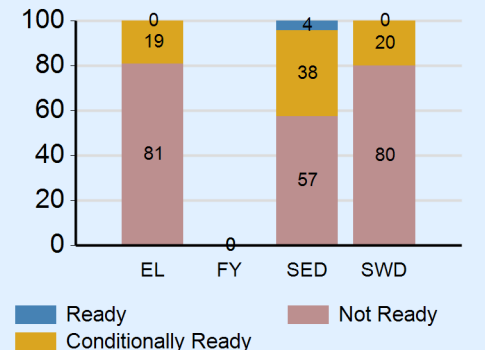
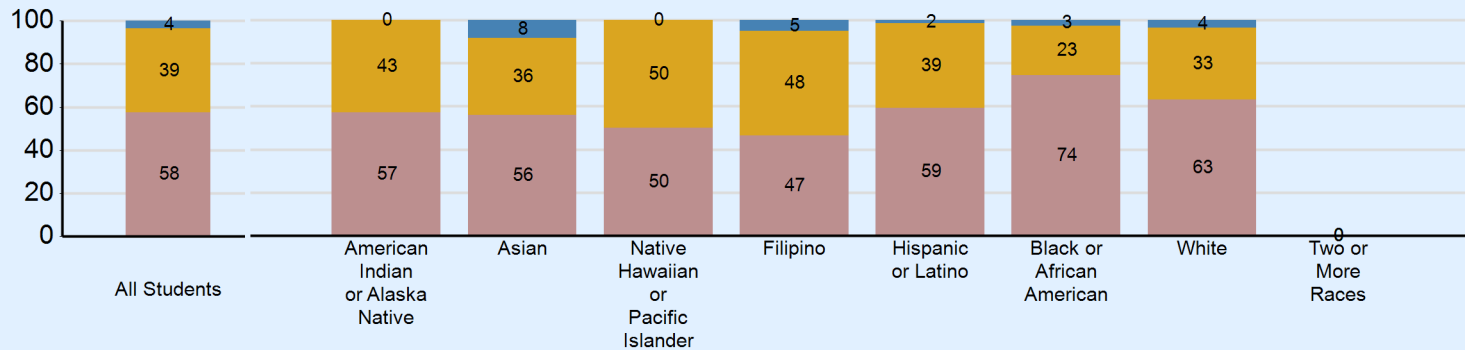
## EAP College Readiness Results for Mathematics in 2014



## EAP College Readiness Results for Mathematics in 2013

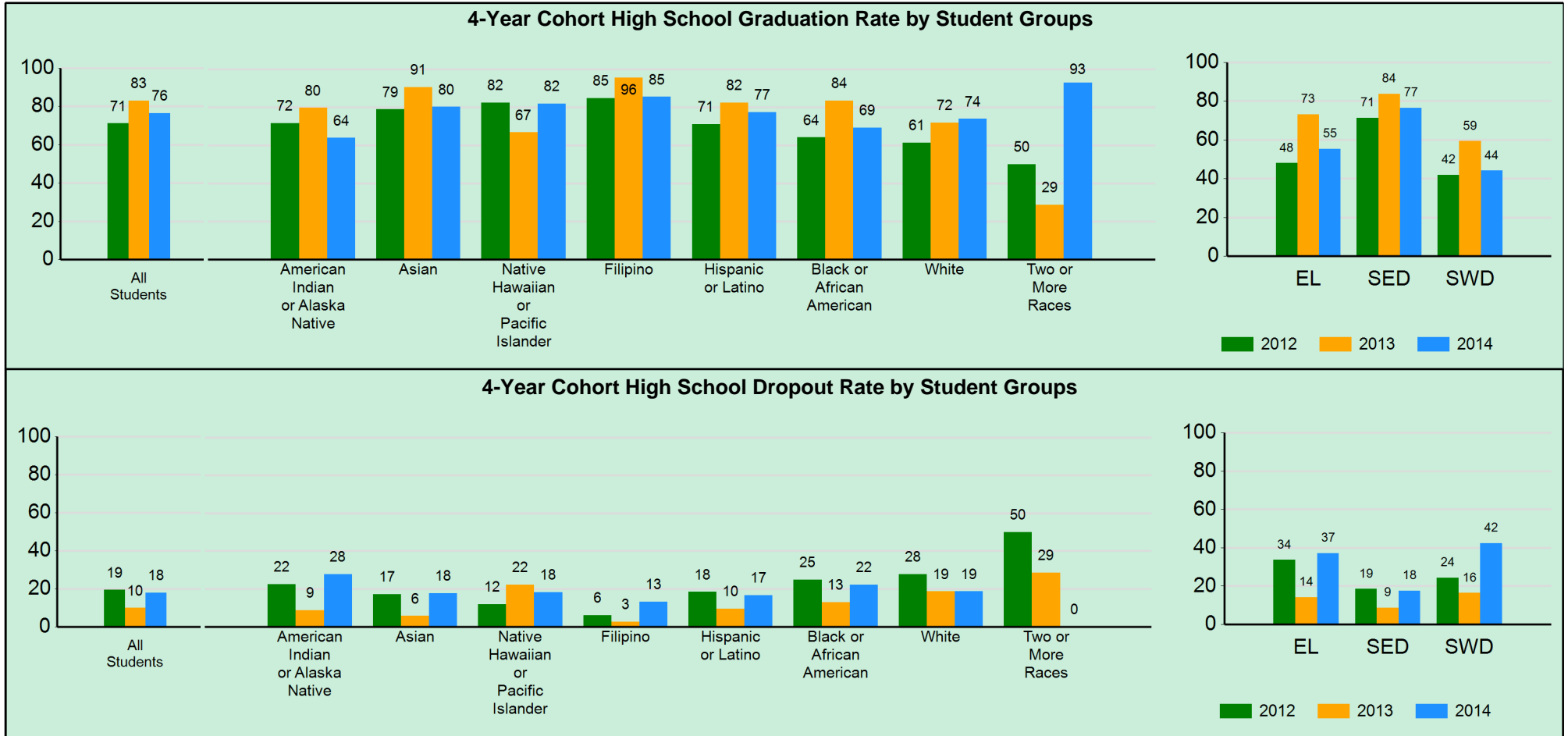


## EAP College Readiness Results for Mathematics in 2012



## Student Engagement: Student Groups

(Stockton Unified)



Middle Grade Dropout Counts and Rate

Race/Ethnicity	2012	2013	2014
Black or African American	1 (0.3%)	1 (0.4%)	5 (1.9%)
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian	1 (0.4%)	1 (0.4%)	3 (1.1%)
Filipino	0 (0.0%)	1 (0.6%)	0 (0.0%)
Hispanic or Latino	8 (0.5%)	3 (0.2%)	6 (0.4%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	3 (1.5%)	2 (1.2%)	0 (0.0%)
Two or More Races	1 (20.0%)	0 (0.0%)	0 (0.0%)

Program Eligibility	2012	2013	2014
English Learners	4 (0.4%)	2 (0.0%)	3 (0.5%)
Socioeconomically Disadvantaged	10 (0.4%)	6 (0.3%)	8 (0.3%)
Students with Disabilities	2 (1.0%)	3 (1.4%)	0 (0.0%)
Foster Youth	0 (0.0%)	0 (0.0%)	2 (200.0%)

PLUS Survey Data for 2013-14 v. 2014-15 Questions	Avg. % of YES Responses				
	2013-2014 6th-8th	2014-2015 6th-8th		2013-2014 9th-12th	2014-2015 9th-12th
	928 Participants	7092 Participants		1648 Participants	3998 Participants
In the past 30 days, I have had at least one drink of alcohol. (Alcohol)	20%	6%		20%	19%
In the past 30 days, I did not go to school because I felt unsafe at school or on my way home from school at least once. (Bullying)	8%	5%		7%	5%
I have been made fun of by a teacher in the last 30 days. (Bullying)	22%	12%		22%	19%
I have been bullied on campus in the last 30 days. (Bullying)	16%	15%		9%	8%
In the last 30 days I have smoked Marijuana at least once. (Drugs)	NA	10%		18%	12%
I do not go to any of the activities on campus, because I do not have anyone to go with. (Transition)	15%	12%		15%	23%
There are activities here at school that I enjoy participating in. (Meaningful Participation)	NA	76%		NA	69%
There is a lot of tension at my school between different cultures, races, or ethnicities. (Racism)	47%	30%		47%	29%
At my school, there is a teacher or other adult who really cares about me. (School Connections)	85%	77%		85%	71%
In the past 30 days I have smoked cigarettes at least once. (Tobacco)	6%	4%		6%	5%
In the past year, I have been offered, sold, or given illegal drugs by someone on school property. (Drugs)	28%	5%		28%	18%
I have friends my age that really care about me. (Inclusion)	NA	87%		NA	89%

## Data Summary

PLUS data is reviewed by each individual school site with their PLUS teams and with their site PBIS teams. District-wide PLUS data is also reviewed by the district PLUS coordinator with the PLUS advisors, Director or Educational Services and the district's PBIS team. Our PLUS program development is on-going and is based on our data. We are proud to have decreased problematic school climate behaviors AND increased positive engagement in every area that is highlighted in GREEN. However, the areas highlighted in YELLOW are areas the district will need to utilize for further program development in the upcoming 2015-2016 school year. With continuous program development at school sites and at the district level, we will continue to address important student issues to build a safe school climate where all students feel a sense of belonging.



LEA Plan

Title III Goal 2

Spanish

Translation

**Meta de rendimiento 2:**

**Todos los alumnos con dominio limitado del inglés (LEP, por sus siglas en inglés) logran competencia en inglés y exigentes normas académicas, al menos logrando nivel hábil o mejor en lectura/artes lingüísticas y matemáticas.**

**Mejoramiento planeado en programas para alumnos LEP y emigrantes (Título III)**

(Resumir información de los programas dirigidos por el distrito y planes aprobados a nivel escolar)

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
<p>1. (Según sección 3116(b) del NCLB, este plan debe incluir lo siguiente:</p> <p>a. Describir los programas y actividades que se desarrollarán, implementarán y administrarán bajo el subsidio secundario;</p>	<p>Colocación en el Programa para Alumnos con Dominio Limitado del Ingles</p> <p>Los estudiantes serán colocados adecuadamente en un programa para alumnos con dominio limitado del ingles basado en protocolos de colocación como se documenta en el Plan Maestro de para los Aprendices del Inglés 2014 (páginas 6-15).</p> <p>Programa Estructurado de Ingles (SEI) El Programa Estructurado de Ingles incorpora instrucción para el desarrollo del idioma inglés y acceso simultáneo al currículo básico con estrategias SDAIE (Instrucción Académica Especialmente Diseñada en Inglés) y apoyo del idioma materno. Es recomendado que el apoyo del idioma materno sea provisto para ELs que estan al nivel Principiante (1) y Pre-Intermedio (2) en el CELDT.</p> <p>La meta del programa de SEI es adquisición de habilidades del idioma inglés y el acceso al contenido básico para que los ELs puedan tener éxito en un aula de inglés convencional. Esta opción del programa está diseñada para asegurar que los ELs logren ELD (Desarrollo del Idioma Inglés) y los estándares a nivel de grado por medio de instrucción de ELD diferenciada, bien articulada y basada en los estándares. Además de ELD, los estudiantes reciben instrucción de contenido a nivel de grado en inglés usando estrategias SDAIE para garantizar la participación completa de los estudiantes y acceso completo a la curricula básica, con la ayuda de la lengua nativa (no más de 25% del tiempo) para la clarificación durante el día.</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<p>El enfoque del programa SEI es acelerar el desarrollo del lenguaje inglés para minimizar los déficits académicos que pueden ocurrir, ya que los estudiantes no son competentes en el idioma de instrucción. Estudiantes EL en los niveles de competencia de Principiante (1) o Pre- intermedio (2) son considerados " con menos del dominio razonable en ingles" y se colocan en el programa SEI por un año. En cumplimiento con la sección 300 a 400 del Código de Ed. de CA, los estudiantes se colocan en SEI durante un año. Sin embargo, si la necesidad académica de un estudiante lo necesite, el estudiante puede volver a inscribirse en un aula SEI para hasta tres años. Paraprofesionales bilingües proveen idioma materno a los estudiantes en el aula cuando la maestra EL autorizada no es bilingüe o esta en entrenamiento para el BCLAD. Paraprofesionales bilingües no proporcionan la instrucción del ELD.</p> <p>El progreso del estudiante en su clase es monitoreado trimestralmente por el maestro. Los estudiantes que necesitan apoyo adicional e intervención son referidos al Equipo de Valoración del Idioma Inglés (ELAT) y un Plan de Recuperación Académica se desarrolla. El ELAT se reúne al menos dos veces durante el año escolar para revisar o modificar el plan de cada estudiante. Si se necesita añadir apoyo/intervención el estudiante será referido para una reunión del Equipo de Estudio del Estudiante (SST). Vease el Plan Maestro para los Apendices del Inglés 2014 páginas 39-44.</p> <p>Notificación e Información para los Padres Los padres son notificados por correo al comienzo de cada año escolar en cuanto a la colocación de sus alumnos en los programas. La notificación incluye el nivel anual de aptitud del idioma inglés, una descripción de la colocación del programa de instrucción para el estudiante que es recomendada por la escuela, otras opciones de programa de instrucción, incluyendo la dispensa para padres para programas alternativos bilingües, esperado progreso para la opción del programa del alumno, criterios de reclasificación (salida), programa de instrucción para estudiantes</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<p>EL con discapacidad (con un IEP) y la tasa esperada de graduación para los aprendices de inglés. (requisitos del Título III)</p> <p>Monitoreo de Programas Además de las metas académicas del estudiante, hay metas de ejecución del programa y criterios desarrollados para monitorear las prácticas en clase y la implementación de programas. El Departamento de Investigación y Responsabilidad realiza una evaluación anual del programa.</p> <p>Los administradores del sitio o los Coordinadores ELP realizan observaciones de clases regulares para monitorear la implementación del programa. La información obtenida por las revistas sirven para identificar áreas de necesidad específicas del sitio para planificar el desarrollo profesional. Cada sitio ha desarrollado un Plan de Desarrollo Profesional para aumentar la capacidad.</p> <p>Entrenadores y especialistas de instrucción EL del LDO (Oficina de Desarrollo de Lenguaje) visitan las escuelas sobre una base regular para observar las prácticas de entrega de instrucción de docentes en español e inglés y proporcionan entrenamiento en curso y capacitación según sea necesario. El equipo de LDO también se comunica regularmente con el director y el Coordinador de sitio ELP para colaborar, en proporcionar un programa de calidad, y ayudar a los estudiantes tener éxito. El éxito académico de los estudiantes es medido por las evaluaciones de mandato por el estado.</p> <p>Los administradores del sitio, maestros y personal de apoyo son animados a asistir a conferencias locales y regionales y talleres para aumentar sus conocimientos y pericia.</p> <p>Todos los estudiantes EL son colocados en entornos académicos diseñados para satisfacer sus necesidades lingüísticas e instructivas. Los servicios son proporcionados en los siguientes ajustes: Programa Estructurado de Inglés (SEI), Programa de Inglés Mayoritario (ELM). Estas colocaciones de programa están diseñadas para garantizar que todos los estudiantes EL reciban Desarrollo del Idioma Inglés (ELD) y instrucción</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<p>basada en contenido que utiliza estrategias SDAIE (Instrucción Académica Especialmente Diseñada en Inglés).</p> <p>ELD es un curso de instrucción diario con currículo adoptado e impartido por un maestro que ha sido entrenado y certificado en la teoría apropiada, metodología y estrategias de enseñanza para el desarrollo del idioma inglés. La instrucción ELD es necesaria diariamente. ELD incluye los materiales didácticos y métodos que se utilizan para garantizar que estudiantes EL obtengan la competencia en la lengua oral, lectura y escritura. La instrucción diferenciada y la agrupación apropiado basada en el nivel de dominio del idioma inglés del estudiante es un componente clave de la implementación de ELD. El contenido de las lecciones ELD refleja los Estándares de Desarrollo del Idioma Inglés de CA.</p> <p>La Instrucción del Desarrollo del Idioma inglés Estudiantes EL del Kindergarten hasta el sexto grado reciben 30 minutos de instrucción de ELD. Estudiantes EL en los grados 7 a 12 reciben ELD durante un periodo de 50 minutos durante el día. Dondequiera que sea posible estudiantes EL se agrupan por niveles de dominio del idioma inglés para mejor atender a sus necesidades específicas y asegurar el desarrollo más rápido del idioma inglés. ELD es proporcionado por maestros calificados, certificados para trabajar con alumnos EL. El currículo básico de ELD se utiliza para la instrucción con materiales complementarios utilizados para apoyar las materias básicas.</p> <p>Instrucción Académica Especialmente Diseñada en Inglés (SDAIE) SDAIE es un conjunto de estrategias instruccionales específicas centradas alrededor de cuatro elementos: contenido, conexiones, comprensibilidad y la interacción. Está diseñada para hacer la instrucción comprensible y el contenido académico al nivel de grado accesible para los estudiantes aprendices del inglés. Todos los maestros que proporcionan instrucciones de contenido en inglés en cualquier nivel de grado deben utilizar SDAIE para proporcionar acceso a</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<p>las áreas de contenido basico para los estudiante EL, teniendo en cuenta su nivel de dominio del idioma y las demandas de la lengua de las lecciones.</p> <p>El propósito principal de la instrucción SDAIE es enseñar habilidades y conocimientos en las áreas de contenido, más específicamente contenidos identificados en los estándares para lengua y literatura en Inglés, matemáticas, ciencias, estudios sociales, educación física y las artes. Un segundo objetivo de la instrucción SDAIE es promover el desarrollo del lenguaje, en particular el lenguaje académico. La esencia de la instrucción SDAIE: Donde el uso de la lengua materna no es posible, la instrucción es "protegida" con el fin de ayudar a los estudiantes a aprender habilidades y conceptos enseñados en el idioma que ellos no comprenden plenamente. Estudiantes EL son proporcionados con acceso bien articulado al currículo básico basado en estándares por medio de muchas técnicas diferentes de andamio y estrategias tal como pero no limitadas a:</p> <ul style="list-style-type: none"> <li>• Uso de realia, objetos y otros materiales para contextualizar la información</li> <li>• Dramatización, movimientos corporales, expresiones faciales, gestos</li> <li>• Clara expresión oral simplificada, enunciación, articulación</li> <li>• Vista previa y revisión</li> <li>• Menos expresiones idiomáticas</li> <li>• Clarificación mediante sinónimos, repeticiones, paráfrasis y ejemplos</li> <li>• El uso de organizadores gráficos para promover el entendimiento</li> <li>• Frecuente comprobación de comprensión</li> <li>• Interaccion estructurada entre estudiante a estudiante y en grupo</li> </ul> <p>Las clases basicas SDAIE deben tratar con todos los estandares de materia esencial enseñadas en sus equivalentes no SDAIE. Son clases que se centran en los estandares esenciales y representan el currículo mínimo garantizado lo</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
<p>b. Describir como el LEA usará fondos del subsidio secundario para cumplir todos los objetivos medibles del rendimiento detallados en la sección 3122;</p>	<p>que cada estudiante debe tener para dominar el contenido de cada curso. Son iguales de rigor, pero con los objetivos presentados en partes manejables así que los estudiantes que aún no dominan el inglés puedan participar en forma significativa. Las únicas diferencias entre SDAIE y clases basicas son el ritmo del curso, el aumento del uso del andamio y la disponibilidad de algunos materiales complementarios que normalmente no se utiliza en el curso normal.</p> <p>Apoyo del Idioma Materno (L1)  Los aprendices del inglés que requieren apoyo del idioma materno están en el nivel de Principiante (1) o Pre- intermedio (2). El apoyo del idioma materno es opcional para los estudiantes en el nivel Intermedio (3) en el CELDT.  Paraprofesionales bilingües proveen el apoyo de idioma materno a los estudiantes en el aula. Ellos trabajan bajo la dirección de un maestro debidamente acreditado y usan técnicas educacionales específicas basadas en investigacion ser métodos efectivos para estudiantes EL. Paraprofesionales bilingües no proporcionan la instrucción de ELD. Los aprendices del inglés que requieren la ayuda de la lengua materna la pueden recibir del maestro con una credencial apropiada o un paraprofesional bilingüe certificado trabajando bajo la dirección de un maestro debidamente acreditado. Se les recomienda la estrategia vista previa/revisión y trabajar en grupos pequeños usando el idioma materno con los estudiantes que se encuentran en este nivel de fluidez en el ingles.</p> <p>Servicios de Educación Suplemental  Por mandato del Gobierno Federal, los distritos y las escuelas en Programa de Mejoramiento están obligadas a facilitar el acceso a tutoría gratuita via el programa SES a los alumnos.</p> <p>Descripción de cómo se utilizará los fondos para satisfacer todos los objetivos de logro medibles anual.  Los fondos del distrito proporcionan las necesidades educativas básicas para todos los estudiantes. Todos los materiales de currículo</p>				

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<p>basico adoptados por el distrito son adquiridos a través del fondo general y están disponibles para todos los estudiantes incluyeando EL.</p> <p>Fondos suplementarios tal como el estatal Inmigrante de Emergencia(EIA/LEP), Programa de Adquisición del Idioma Inglés (ELAP), Programa de Alfabetización Intensivo del Idioma Inglés (ELILP), Programa de Educación de Inmigrantes de Emergencia (EIEP) y Educación Migrante pueden complementar el programa básico. Gastos permitidos incluyen, pero no se limitan a paraprofesionales bilingües, personal y entrenamiento de los padres, tiempo extra para los maestros para trabajar con estudiantes EL y materiales de instrucción suplementarios. Estos fondos pueden ser usados también para programas de día extendido, escuela de verano o intercesión. Todos los fondos suplementarios son para los grados K-12, excepto ELAP, que son para los grados 4-8. Los fondos de las escuelas son utilizados para apoyar los programas basados en el sitio, particularmente en las áreas de alfabetización.</p> <p>Los servicios suplementarios coordinados por el distrito y materiales incluyen:</p> <ol style="list-style-type: none"> <li>1. Instruccion de ELD Suplemental En-linea usando el Programa Rosetta Stone. Los estudiantes de grados K-12 en los niveles de competencia 1 o 2 pueden pedir prestado una computadora portátil para llevar a casa o utilizar después de la escuela para acceder el Programa Rosetta Stone.</li> <li>2. Programas de ELD de Después de la Escuela con Temá de Música- varias escuelas para los estudiantes LEP.</li> <li>3. Apoyo Académico del Pacifico/Tutorial de Despues de la Escuela para LEPs.</li> <li>4. Diccionarios para los estudiantes de grados 4-12 fueron comprados para uso en clases de ELD y clases de basicas SDAIE. (En Inglés y en los idiomas más hablados en los sitios)</li> <li>5. Tarjetas de Vocabulario Académico (Velazquez) fueron compradas para los estudiantes del grado 9-12 para usar en sus clases basicas SDAIE: ELA y matemáticas. (En</li> </ol>				



Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
<p>c. Describir como el LEA hará responsables las escuelas primarias y secundaria recibiendo fondos bajo esta subapartado por:</p> <ul style="list-style-type: none"> <li>• cumplir los objetivos medibles del rendimiento detallados en la sección 3122;</li> <li>• lograr progreso anual adecuado para los alumnos de dominio limitado del inglés (sección 1111(b)(2)(B);</li> <li>• anualmente medir la competencia de inglés de los alumnos LEP para que los alumnos brindados servicio desarrollen competencia del inglés mientras cumpliendo las normas académicas estatales y rendimiento estudiantil (sección 1111(b)(1);</li> </ul>	<p>Inglés y en los idiomas más hablados en los sitios )</p> <p>6. Sesiones de Desarrollo Profesional para los maestros fuera de la jornada de trabajo y/o año escolar (sustituto/ horas adicionales)</p> <p>7. Bibliotecas bilingüe para el aula-libros y libros electrónicos</p> <p>8. Sesión de Verano Distrital para estudiantes aprendices del inglés</p> <p>9. Materiales Instructivos y Servicios Suplementales en las Escuelas</p> <p>El distrito proporciona a las escuelas con datos de estudiantes oportunadamente</p> <p>El Departamento de Investigación genera al comienzo del primer y segundo semestre para cada escuela las listas de estudiantes EL, sus niveles actuales de dominio del idioma inglés y tiempo en el programa. Estas ayudan a identificar a estudiantes que necesitan intervenciones estratégicas o intensivos y aquellos estudiantes que cumplieron los criterios de reclasificación. Estas listas también son enviadas a la Coordinadora de Sitio ELP y la Oficina de Desarrollo de Lenguaje junto con todo los resultados de la evaluación estatal actual del distrito (Medida de Progreso Académico - MAPA).</p> <p>i. Para determinar el éxito de los niños en el cumplimiento de los estándares estatales de desempeño académico y para proporcionar información a los maestros, padres y estudiantes sobre los progresos realizados hacia el cumplimiento de los estándares estatales de desempeño académico estudiantil.</p> <p>Cada año la prueba CELDT es administrada a todos los estudiantes EL en el distrito durante la ventana de prueba designada por CDE que ocurre dentro de los primeros 90 días del inicio del año escolar. Los resultados de la evaluación anual se utilizan para evaluar el progreso de los estudiantes hacia la plena competencia en inglés, y también informa a maestros y directores sobre la eficacia del programa educacional de</p>				

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	<p>Desarrollo del Idioma Inglés (ELD). Los resultados anuales de CELDT son enviados a los padres tan pronto como se hayan recibido de la editorial.</p> <p>ii. Para ayudar en el diagnóstico y la instrucción en el aula y para determinar qué revisiones son necesarias para que los aprendices del inglés cumplan con los estándares estatales de desempeño académico estudiantil.</p> <p>Las Evaluaciones Formativas del SUSD Las evaluaciones formativas (unidad de estudio) se administran a los estudiantes del grado K a 12 en ELA y matemáticas más o menos después de cada 3-5 semanas de instrucción. EL propósito de estas evaluaciones es evaluar el nivel de dominio de los estándares impartidos durante las semanas anteriores. Datos de la evaluación son desglosados y la re-enseñanza de normas no dominadas ocurre poco tiempo después. Además el maestro utiliza los conocimientos adquiridos para planear la instrucción diferenciada para ayudar a los estudiantes alcanzar maestría durante la siguiente secuencia de instrucción. La Oficina de Desarrollo de Lenguaje y el Departamento de Investigación y Responsabilidad facilitan entrenamiento a maestros para analizar los datos para propósitos educacionales. Para medir el progreso de adquisición de la lengua inglesa (K-6), el distrito está administrando la Evaluación de Lenguaje para Aprendiz del Inglés(ELLA), en el 7-12 Evaluaciones con Currículo Integrado.</p> <p>La implementación de NWEA Medición de Progreso Académicos (MAP) por SUSD</p> <p>Los exámenes MAP son administrados en ELA para los estudiantes aprendices del inglés en los grados K-12 y en matemáticas para estudiantes de inglés.</p> <p>Estos exámenes proporcionan lo siguiente:</p> <ul style="list-style-type: none"> <li>• Modificación de la instrucción, basada en los resultados del examen</li> <li>• Oportunidades de practica para las pruebas de alto riesgo</li> <li>• Indicadores en cuanto a cómo los estudiantes pueden realizar en las pruebas de alto riesgo</li> </ul>				

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	<p>Los maestros y administradores repasan los resultados de cada examen MAP y determinan las áreas fuertes y débiles para informar la instrucción futura. Los datos son desglosados para que las necesidades del estudiante EL puedan ser abordadas sistemáticamente.</p> <p>Si los estudiantes tienen debilidades en un área determinada, el maestro repasa los datos y utiliza los conocimientos adquiridos para planear la instrucción diferenciada para ayudar a los estudiantes a lograr la maestría. El LDO y el Departamento de Investigación y Responsabilidad facilitan entrenamientos a los maestros en el análisis de datos para propósitos educacionales.</p> <p>EL PROCESO DE MONITOREO PARA ESTUDIANTES APRENDICES DE INGLES</p> <p>Paso I:</p> <p>Los Formularios de Monitoreo</p> <p>Todos los estudiantes EL son monitoreados en una base trimestral. Los maestros revisan el desempeño de los estudiantes en su clase, resultados de evaluaciones, y consideran las modificaciones en su clase e intervenciones para abordar las necesidades de los estudiantes.</p> <p>Paso II:</p> <p>A. Equipo de Evaluacion del Idioma Ingles (ELAT) y Plan de Recuperacion Academica  B. Proceso de seguimiento para determinar la efectividad del Plan de Recuperación Académica</p> <p>Los maestros consultan con el Coordinador ELP del Sitio sobre las preocupaciones de progreso estudiantil. El Coordinador ELP fija los horarios para las reuniones del Equipo de Evaluación de Idioma Inglés (ELAT). Durante la reunion el ELAT escribe un Plan de Recuperación Académica.</p> <p>El ELAT se reúne al menos dos veces durante el año escolar para revisar/modificar el Plan de Recuperación Académica.</p>				

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	<p>Paso III:</p> <p>Referencia a SST</p> <p>Los estudiantes que no muestran el progreso adecuado se referirán al Equipo de Estudio del Estudiante (SST) para la evaluación de seguimiento y planificación.</p> <p>Los maestros mantienen los formularios de Monitoreo EL revisando y actualizando el progreso del estudiante al final de cada período/trimestrales de clasificación. Los maestros documentan identificando las modificaciones educacionales y las intervenciones dadas en clase a los estudiantes EL.</p> <p>Conferencias con los padres, o apoyo adicional a los estudiantes fuera del aula también está documentado y adjunto a la forma.</p> <p>Equipo de Evaluacion del Idioma Ingles (ELAT)</p> <p>Si el estudiante aún no hace el progreso adecuado, entonces el maestro hace una referencia al Coordinador del Programa para Aprendices de Inglés del Sitio (ELP Site Coordinator) para fijar una reunión del Equipo de Evaluacion del Idioma Inglés (ELAT). El ELAT puede incluir maestros de clase, padres, estudiante, consejero, administrador y Coordinador del ELP. El Coordinador de ELP coordina y facilita las reuniones ELAT.</p> <p>En esta reunión se discute el progreso del estudiante hacia la adquisición del segundo idioma así como el progreso del alumno en materias básicas. Un Plan de Recuperación Académica es desarrollado para identificar intervenciones adicionales que deben proporcionarse a los estudiantes. El ELAT puede considerar referir al estudiante al Equipo de Estudio de Estudiante (SST) si se identifican preocupaciones distintas a la adquisición del segundo idioma. También serán dirigidos a programas extracurriculares y tutorías utilizando materiales suplementarios que basados en investigación demuestran ser eficaces en el cumplimiento de las necesidades lingüísticas específicas de los aprendices del inglés.</p>				

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	<p>El objetivo del Plan de Recuperación Académica es acercar a los estudiantes dentro de los puntos de referencia para el logro adecuado en el desarrollo del idioma inglés y en las áreas curriculares fundamentales. Esto significa que para que la intervención sea considerada exitosa el estudiante logrará un crecimiento de más de un año dentro de un año. Si después de dos años de apoyo documentado el estudiante no muestra progreso adecuado, el ELAT referirá al estudiante para el Equipo de Estudio del Estudiante. En ese momento se considera que las necesidades educativas del estudiante superen las intervenciones específicas de desarrollo de lenguaje</p> <p>Plan de Recuperacion Academica</p> <p>El Plan de Recuperacion Academica para estudiantes del inglés es accionado por la determinación que un estudiante no está adquiriendo el inglés según los puntos de referencia de competencia y tiempo en el programa o no está haciendo progreso académico al nivel de grado esperado. La determinación de que un estudiante no está adquiriendo el inglés según los puntos de referencia de competencia en el tiempo en el programa puede hacerse usando varios criterios: 1) Aprendices del Ingles de Largo Plazo (LTEL) en los grados 4o a 12 que han estado en el programa EL por más de 5 años; 2) el estudiante no avanza un nivel en un año en el CELDT; 3) los resultados de la CST en ELA indican que el estudiante esta Mas Abajo de Básico (FBB) o por Abajo de Básico (BB); 4) puntajes de las evaluaciones basados en el currículo muestran que el estudiante realiza consistentemente por Abajo o o Mas Abajo de básico (BB); 5) el maestro en grados 4-6, el ELD o el maestro de contenido basico en los grados 9-12 notifica el estudiante y el consejero que el estudiante no está demostrando un crecimiento adecuado en inglés; 6) el estudiante recibe un reporte de progreso de medio trimestre; 7) el estudiante recibe una calificación de por abajo de básico en la tarjeta de informe basados en estándares, o una D o una F en las calificaciones</p>				

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<p>d. Describir como el LEA promoverá la participación de los padres y la</p>	<p>de grado 9-12; 8) el estudiante demuestra un patrón de tardanzas o ausencias que interrumpen su progreso académico; 9) entrada parental.</p> <p>El Plan de Recuperación Académica incluye varios niveles de recomendaciones de intervención y monitoreo del progreso. 1) contrato de estudiante; 2) recomendación para los programas tutoriales; 3) remisión a servicios de apoyo de la comunidad; 4) entrenamiento de compañero/amigo de estudios; 5) escuela de sábado; 6) recomendación a clases de intervención o programa en el sitio; 7) programa de habilidades de estudio; 8) proporcionan a los estudiantes con recursos de apoyo suplementario con ayuda de la lengua materna.</p> <p>Programas Suplemental</p> <p>Además de los programas regulares e intervención disponibles para el alumno EL como parte de su currículo diario, los programas suplementarios están también disponibles. Estos programas se llevan a cabo después de la escuela, como un período adicional en la programación diaria, en la sesión de verano, y en ocasiones como una escuela de sábado. Los programas son financiados por ambos apoyos estatales como federales ELAP y Título III. También hay Fondos de Migrantes que proveen servicios a poblaciones de estudiantes migrantes, muchos de los cuales son estudiantes EL. Además, algunos sitios ofrecen NCLB Título -1 tutoría después de clases.</p> <p>Un estudiante ya no requerirá monitoreo cuando él o ella demuestren progreso académico adecuado en la clase o programa según sea evidenciado por la mejora en los grados, un rendimiento adecuado en currículo integrado y las evaluaciones de referencia del distrito, CELDT y resultados de la evaluación del distrito. Documentación de este progreso debe ser revisado por el Coordinador ELP o administración del sitio.</p> <p>Diseminar la Información Sobre el Programa a las Familias</p>				

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<p>comunidad en programas LEP.</p>	<p>La distribución de paquetes de información sobre el programa SES a familias calificantes. Los paquetes incluyen una carta de introducción, guía para padres delineando el programa SES y proceso de aplicación, una solicitud en blanco para el programa y un resumen de los servicios contratados proveedores SES.</p> <p>Los padres de los estudiantes de inglés (EL) son alentados a participar en la educación de sus hijos y participar activamente en ayudar a sus hijos para lograr el dominio del idioma inglés, lograr académicamente a niveles elevados y cumplir con los estándares estatales. Los padres de los estudiantes del inglés reciben información acerca de cómo ayudar a sus hijos alcanzar estos objetivos y del distrito y las escuelas en las comunicaciones por escrito para enviar a casa. Los padres reciben información sobre el Comité Asesor de Alumnos que están Aprendiendo Inglés (ELAC) y Comité Consultivo Distrital de Padres de Aprendices del Inglés (DELPAC) y se les anima a participar.</p> <p>Cuando el 15 por ciento o más de la población estudiantil de la escuela hablan un solo idioma materno que no sea inglés, todos los avisos, informes, declaraciones o registros enviados al padre o tutor están escritos en inglés y en el idioma materno. El distrito y las escuelas proporcionan a los padres información escrita en español, el idioma hablado por la mayoría de las familias de ELs en SUSD.</p> <p>En los sitios donde se hablan Hmong, Camboya y Laos por familias, se proporcionan traducciones escritas en los idiomas. El propósito es involucrar a los padres en la educación de sus hijos informándoles de sus derechos y las opciones que se pueden hacer con respecto a la educación de sus hijos.</p> <p>Los padres reciben información acerca de cómo un niño es identificado como un aprendiz del inglés y sobre evaluación y colocación. Reciben información sobre los programas ofrecidos para estudiantes de inglés con fluidez y aquellos que</p>				

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	<p>todavía no tienen fluidez en ingles. También reciben información sobre programas suplementales, programas de extensión, la notificación anual de dominio del idioma inglés y colocación y los criterios para la reclasificación.</p> <p>Cuando el distrito no ha logrado progresos en el cumplimiento de los objetivos anuales medibles, los padres o tutores son informados por correo de tal fracaso no más tardar de treinta días después de que ocurra dicho incumplimiento.</p> <p>Academias para Padres Distrital son organizadas por la Coordinadora de Empoderamiento de Padres. Los padres de los estudiantes aprendices del inglés son alentados a participar. Se proporcionan intérpretes y materiales se distribuyen en inglés y español.</p>				
<p>2. Describir como el LEA proporcionará instrucción lingüísticas de alta calidad basado en investigación científica (según la sección 3115(c).</p> <p>La efectividad de los programas LEP será determinada por el aumento en:</p> <ul style="list-style-type: none"> <li>• Dominio del inglés; y</li> <li>• Rendimiento académico en las materias académicas básicas</li> </ul>	<p>Además de metas académicas del estudiante, hay metas de ejecución del programa y criterios desarrollados para monitorear las prácticas en la aula e implementación de la instrucción de Desarrollo del Idioma Inglés (ELD) basadas en los estándares, así como instrucción de contenido basado en estándares de nivel de grado.</p> <p>1. Los estudiantes EL reciben instrucción adecuada a sus necesidades lingüísticas.</p> <ul style="list-style-type: none"> <li>• Los maestros que atienden a los aprendices del inglés efectivamente implementan las estrategias de Instrucción Académica Especialmente Diseñada en Inglés (SDAIE) en un curso académico riguroso basado en estándares.</li> <li>• Cuando se es posible, los maestros utilizan el apoyo del lenguaje primario eficazmente en un curso académico riguroso basado en estándares.</li> <li>• Los maestros implementan estrategias para desarrollar el vocabulario académico cuando enseñan en la area del contenido basado en estándares.</li> </ul> <p>2. Los estudiantes EL reciben un programa de</p>				



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	<p>Desarrollo del Lenguaje Inglés que tiene una base de teoría sana y es apoyado por los hallazgos de la investigación válida.</p> <ul style="list-style-type: none"> <li>• Programas basados en estándares ELD para ELs deben basarse en una base teórica sólida y su efectividad debe ser apoyada por resultados de la investigación válida.</li> <li>• Los maestros demuestran los conocimientos para implementar estos programas de manera eficaz.</li> <li>• Los maestros demuestran las habilidades necesarias para implementar estos programas de manera eficaz.</li> <li>• Los maestros tienen suficientes materiales y recursos para implementar estos programas efectivamente.</li> <li>• Los maestros usan estrategias de enseñanza efectivas tales como andamios, la instrucción diferenciada y la instrucción directa.</li> <li>• Personal responsable de la colocación de aprendices del inglés ha sido provisto de desarrollo profesional para asegurar que los estudiantes son colocados adecuadamente en los programas de ELD.</li> </ul> <p>Efectividad del Programa ELD</p> <p>La efectividad del Programa ELD se determina mediante el uso de medidas múltiples. Las visitas de aula, orientación de maestros, capacitación, apoyo en clase, entrenamiento, y monitoreo de la instrucción en el aula son partes críticas de la evaluación de la eficacia del programa. Además, los administradores del sitio y los maestros tienen acceso al grupo y datos desglosados desde el CELDT, currículo integrado de las evaluaciones y los puntos de referencia del distrito. Se analiza datos con el fin de ayudar a informar instrucción y mejorar el aprendizaje de los estudiantes.</p> <p>Los maestros se reúnen para colaborar por nivel de grado. Durante estas sesiones, los maestros utilizan los resultados de estas medidas múltiples para ajustar y diferenciar la instrucción. Además, los maestros reciben desarrollo profesionales y apoyo en su clase a través de especialistas del</p>				

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	<p>sitio y distrito.</p> <p>Observaciones de clases son conducidas regularmente para monitorear la criteria mencionada arriba. Los documentos siguientes son usados para facilitar el monitoreo:</p> <p>Las observaciones de clase regular se llevan a cabo para monitorear los criterios establecidos anteriormente. Los siguientes son documentos utilizados para facilitar el monitoreo:</p> <ul style="list-style-type: none"> <li>Informe de Escuela de Rondas Instruccionales</li> </ul> <p>Estos documentos son utilizados por el administrador del sitio o Coordinador de ELP y los especialistas LDO para llevar a cabo revisiones de sitio. La información obtenida de revision propia del sitio sirve para identificar áreas específicas de necesidad y para planificar el desarrollo profesional. Los administradores del sitio pueden solicitar que los especialistas educacionales y entrenadores proveen desarrollo profesional específico para el sitio en las áreas identificadas.</p> <p>Los Especialistas de la Oficina del Desarrollo de Lenguaje han recibido entrenamiento de entrenador en las estrategias de Instrucción Directa y Currículo Riguroso por Diseño adoptadas por el distrito. Asisten a las conferencias regionales y entrenamientos ofrecidos por la Oficina de Educacion del Condado para construir su base de conocimientos y mantenerse al día con la investigación con base científica. A su vez proporcionan desarrollo profesional en todo el distrito para maestros EL, administradores y asistentes bilingües.</p>				
<p>3. Proporcionar desarrollo profesional de alta calidad para los maestros docentes, directores, administradores y otro personal a nivel escolar y comunitario.</p> <p>a. diseñado para mejorar la instrucción y evaluación de alumnos LEP;</p>	<p>La Oficina de Desarrollo del Lenguaje está trabajando hacia la creación de capacidad y el desarrollo de un equipo altamente calificado de</p>				

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<p>b. diseñado para mejorar la habilidad de maestros para entender y usar currículo, medidas evaluativas y estrategias instructivas para alumnos con dominio limitado del inglés;</p>	<p>especialistas y entrenadores instruccionales para proporcionar continuo desarrollo profesional para maestros, personal de apoyo y los administradores que trabajan con estudiantes EL.</p> <p>El enfoque del entrenamiento es: ELD CCSS, ELD integrado en los CCSS, Currículo ELD adoptado por el distrito, SDAIE, instrucción directa, otra instrucción de idioma basada en investigación (es decir, Lectura Cerrada) y el uso de la tecnología (por ejemplo, iPad Estrategias para Ayudar a los Estudiantes EL).</p> <p>Los maestros reciben desarrollo profesional de duración considerable y intensidad (9-14 hrs.) para mejorar la capacidad de los maestros a entender los estándares estatales CC, utilizar los datos de los estudiantes para conducir la instrucción, usar SDAIE, y otras estrategias de enseñanza apropiadas para igualar los niveles de los alumnos a sus niveles de dominio del inglés.</p> <p>El PD es seguido por las visitas en sitio por los entrenadores para observar a los participantes implementar la información/estrategias y proporcionar apoyo adicional individual/grupo pequeño en el sitio.</p> <p>Los especialistas de la Oficina de Desarrollo de Lenguaje proporcionan Desarrollo Profesional (PD) para Entrenadores de Entrenadores de ELA/ELD y entrenadores de instrucción de matemáticas asignado a los sitios . PD también se proporciona a los administradores, Especialistas de Programa y asistentes bilingües. SUSD Plan Maestro para los Aprendices del Inglés 2014 páginas 24-26.</p> <p>Los maestros y administradores son animados a asistir a PD fuera del distrito.</p> <p>Consultantes de Solution Tree han sido contratados para proporcionar a los administradores, los Equipos de Liderazgo del Sitio con PLC y Equipo de Datos capacitación y entrenamiento. Este es un compromiso de dos años para desarrollar capacidad en todo el</p>				

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<p>c. basado en investigación científica demostrando la efectividad del desarrollo profesional en aumentar la competencia del inglés de los alumnos o significativamente aumentar el conocimiento de la materia del maestro, conocimiento docente y habilidades de enseñanza;</p> <p>d. efecto a largo plazo resultará en un impacto positivo y duradero en el rendimiento de los maestros en el salón.</p>	<p>distrito. El desarrollo profesional agregado en colaboración y análisis de datos para los maestros en conjunto con el PD ofrecido por LDO específicamente en ELD y SDAIE aumentara las habilidades de los maestros para abordar las necesidades de los aprendices de ingles.</p> <p>El enfoque del PD es: ELD CCSS, ELD integrado en los CCSS, currículo de ELD adoptado por el distrito, instrucción directa, SDAIE, y otra instrucción del idioma basada en investigación (es decir, Lectura Cerrada) y el uso de la tecnología (por ejemplo, iPad Estrategias para Ayudar a los Estudiantes EL).</p> <p>Los Especialistas y Entrenadores de la Oficina de Desarrollo de Lenguaje proporcionan Desarrollo Profesional para Entrenadores de Entrenadores a los entrenadores de ELA/ELD y matemáticas asignados a el sitio. PD también se proporciona a los administradores, especialistas de programa y asistentes bilingües. SUSD Plan Maestro para los Aprendices del Inglés 2014 páginas 24-26.</p>				
<p>4. Actualizar objetivos del programa y estrategias instructivas efectivas.</p>	<p><b>Marque si es que Sí: X</b></p> <p><b>Si es que sí, describa:</b></p> <p>Los objetivos del programa han sido actualizados para alinearse con los Estándares Basicos Comunes del Estado.</p>				

**Mejoramiento planeado en programas para alumnos LEP y emigrantes (Título III)**  
 (Resumir información de los programas dirigidos por el distrito y planes aprobados a nivel escolar)

Actividades permitidas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
5. Proporcionar: a. tutorial y educación académica o vocacional para alumnos LEP; y b. instrucción intensificada.	<b>Marque si es que Sí:</b> X  <b>Si es que sí, describa:</b>  2014-15 Tutoriales para LTEL Despues de Clases 1. Apoyo Academico del Pacífico/Tutores 2. Instruccion Suplemental del ELD En-línea/Rosetta Stone 3. ELD Infundida en Arte/Música 4. Verano Extendido/Sesion de Verano K-11 grados				
6. Desarrollar e implementar programas que son coordinados con otros programas y servicios relevantes.	<b>Marque si es que Sí:</b> X  <b>Si es que sí, describa:</b>  Los siguientes programas están coordinados para satisfacer las necesidades de los estudiantes EL: <ul style="list-style-type: none"> <li>• STEP UP -Programa de Despues de la Escuela</li> <li>• SES</li> <li>• Programa de Educación Migrante</li> <li>• AVID</li> <li>• Clases de Colocacion Avanzada (AP)</li> <li>• Desamparados</li> <li>• Programa Pre-escolar</li> <li>• Año Extendido/Sesion de Verano para K-11</li> </ul>				
7. Mejorar la competencia del idioma inglés y rendimiento académico de los alumnos LEP.	<b>Marque si es que Sí:</b> X  <b>Si es que sí, describa:</b> El análisis de nuestros datos y diálogo con el personal, en varios niveles del distrito, destacó las siguientes areas de fortalezas para mejorar el dominio del idioma inglés y el logro académico de los niños LEP:				

Actividades permitidas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	<ul style="list-style-type: none"> <li>• Plena aplicación Unidades de Estudio creadas por el distrito alineadas con los Estándares Basicos Estatales Comun en ELA y matemáticas.</li> <li>• Los maestros cuentan con información detallada sobre sus ELs a través del Sistema de Información Estudiantil (Illuminate). Los datos se proporcionan de manera oportuna y son utilizados por las escuelas para informar la colocación y decisiones instruccionales.</li> <li>• Disponibilidad de cursos SDAIE en todos sitios secundarios.</li> <li>• Desarrollo profesional de calidad en estrategias de enseñanza para estudiantes de inglés y estudiantes culturalmente diversos.</li> <li>• Los estudiantes reclasificados (RFEP) son monitoreados para estar al tanto de su progreso en todas las áreas de contenido por un mínimo de dos años después de la reclasificación.</li> <li>• Los entrenadores de instrucción del sitio y Equipos de Datos son utilizados para realzar la instrucción.</li> <li>• Rondas Instruccionales son utilizadas como una herramienta para la mejora de instrucción.</li> <li>• Comunidades Profesionales de Aprendizaje (PLCs)</li> </ul>				
<p>8. Proporcionar programas de participación comunitaria, servicios de alfabetismo en familia y actividades de acercamiento y capacitación de padres a los alumnos y familias LEP.</p> <ul style="list-style-type: none"> <li>• Para mejorar habilidades del idioma ingles de alumnos LEP; y</li> <li>• Para ayudar los padres a ayudar sus hijos a mejorar su rendimiento académico y ser participantes activos en la educación de sus hijos.</li> </ul>	<p><b>Marque si es que Sí:</b> X</p> <p><b>Si es que sí, describa:</b></p> <p>Opción de Escuela</p> <p>Una escuela Título I que no hace el Progreso Anual Adecuado (AYP) por dos años consecutivos en áreas específicas es identificado para el Programa de Mejoramiento (PI). Cada escuela PI nuevamente identificada debe ofrecer a los padres una opción de escuela (es decir, todos los padres de los estudiantes en las</p>				

Actividades permitidas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
	escuelas PI tienen la opción de enviar a sus alumnos a las escuelas del distrito que no están en PI)				
<p>9. Mejorar la instrucción de los alumnos LEP al proporcionar -</p> <ul style="list-style-type: none"> <li>• La adquisición o desarrollo de tecnología educativa o materiales instructivos</li> <li>• Acceso a, y participación en, redes electrónicas para materiales, capacitación y comunicación y</li> <li>• Incorporación de los anteriores recursos en el currículo y programas</li> </ul>	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p> <p>1. Computadoras portátiles para utilizar en el hogar  2. Licencias de Programa Rosetta Stone  3. Libros electronicos Follet en Inglés/Español</p>				
<p>10. Otras actividades consistentes con Título III.</p>	<p><b>Marque si es que Sí:</b>  X</p> <p><b>Si es que sí, describa:</b></p> <p>Suplementario desarrollo profesional para maestros, personal de apoyo y los administradores.</p>				

**Meta de rendimiento 2 (continuado):  
Planes para notificar e incluir los padres de alumnos con dominio limitado del inglés**

Padres de alumnos con dominio limitado del inglés deben ser notificados:

Los esfuerzos de acercamiento incluyen realizando y enviando aviso de oportunidades para reuniones regulares con el propósito de formular y responder a recomendaciones de los padres.

Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
<p>1. El LEA informa a los padres de un alumno LEP de cada uno de lo siguiente (según sección 3302 de NCLB):</p> <p>a. las razones para la identificación de su hijo/a como LEP y en necesidad de asignación en un programa educativo de instrucción lingüística;</p>	<p>Planes anuales para difundir información a los padres de los estudiantes aprendices de inglés se desarrollará en colaboración con todos los departamentos basado en cuando se reciba la información o resultados (véase EL Master Plan).</p> <p>Carta Anual y Initial Título III para Padres, puntuación en la prueba CELDT inicial, y DELPAC</p>				
<p>b. el nivel de competencia del inglés del alumno, como tal nivel fue evaluado y el estado del rendimiento académico del alumno;</p>	<p>Los padres de los estudiantes que completen una Encuesta de Idioma de Casa con un lenguaje que no es inglés para las tres primeras preguntas son candidatos para la evaluación. A la terminación de la prueba (dentro de 30 días de inscripción), cartas de los resultados preliminares se enviará indicando el nivel y programa en el que el estudiante será colocado.</p> <p>Carta Initial Título III para Padres, puntuación en la prueba CELDT inicial y DELPAC</p>				
<p>c. el método de instrucción utilizado en el programa en cual su alumno está o estará participando y los métodos de instrucción utilizados en otros disponibles, programas, incluyendo como tales programas se distinguen en contenido, metas instructivas y cómo usar inglés y una instrucción en la lengua materna;</p>	<p>Los padres de estudiantes identificados previamente como aprendices del inglés recibirán una carta (dentro de 30 días de inscripción) indicando el nivel y el programa en que el estudiante se coloca actualmente.</p> <p>Carta Anual Título III para Padres, resultados de la prueba CELDT, y DELPAC</p>				



Actividades requeridas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
d. como el programa en el que su hijo/a está o estará participando cumplirá las fortalezas y debilidades educativas del alumno;	Carta de Título III, EL Plan Maestro para Estudiantes Aprendices del Ingles, DELPAC y ELAC				
e. como tal programa específicamente ayudará su hijo/a aprender inglés y cumplir normas de rendimiento académico apropiadas a su edad para avance de nivel de año y graduación;	Carta de Título III, EL Plan Maestro para Estudiantes Aprendices del Ingles, DELPAC y ELAC				
f. los requisitos específicos de salida de tal programa, la deseada tasa de transición de tal programa a los salones que no son personalizados para alumnos con dominio limitado del inglés y la deseada tasa de graduación de escuela secundaria de tal programa si fondos bajo este título son utilizados para alumnos en escuela secundaria;	Carta de Título III, EL Plan Maestro para Estudiantes Aprendices del Ingles, DELPAC y ELAC				
g. en el caso de un alumno con una discapacidad, como tal programa cumple los objetivos del programa educativo individualizado del alumno;	Formulario de IEP y Proceso del Distrito				
<p>h. información relacionada a los derechos de los padres que incluyen detallando orientación escrita -</p> <p>i. el derecho que tienen los padres de tener su hijo/a inmediatamente excluidos de tal programa bajo su pedido; y</p> <p>ii. las opciones que tienen los padres para rechazar la matriculación de su hijo/a en tal programa o método de instrucción, si está disponible;</p> <p>iii. el LEA ayuda a los padres en seleccionar entre varios programas y métodos de instrucción, si el LEA ofrece más de un programa o método.</p>	<p>Dispensa de excepción parental y Carta Anual y Inicial Título III para Padres</p> <ul style="list-style-type: none"> <li>• Todos los avisos se proporcionan en el idioma materno cuando 15% o más de los padres hablan ese idioma.</li> </ul> <p>Los avisos son proporcionados a los padres no más tardar de 30 días después del inicio del año escolar. Para los estudiantes que se inscriban después del inicio del año escolar, los avisos son proporcionados a los padres dentro de dos semanas de la colocacion de su hijo en el programa EL de SUSL.</p> <p>Reunionens de IEP/DELPAC y ELAC</p>				

**Nota:** Notificaciones deben ser proporcionadas a los padres de alumnos matriculados desde el previo ciclo escolar: no más tarde que 30 días después del inicio del ciclo escolar. Si El plan de la agencia educativa local

los alumnos se matriculan al inicio del ciclo escolar, los padres deben ser notificados dentro de dos semanas del alumno siendo asignado en tal programa.

Como se inscriban a nuevos estudiantes, los estudiantes son identificados para la prueba CELDT basado en sus respuestas a la Encuesta de Idioma de Casa. Los resultados preliminares de CELDT son dados al sitio y al padre dentro de los plazos requeridos hasta que se reciban los resultados oficiales.

**Notificación LEA a los padres fallando en lograr progreso**

Si el LEA falla en lograr progreso en los objetivos medibles de rendimiento anual ellos informarán a los padres de un alumno identificado para participación en tal programa o participación en tal programa, de tal falla a más tardar 30 días después de suceda cada falla.

La Carta Anual de Objetivos de Logros Medibles (AMAO) es enviada dentro de 30 días después de ser notificado por el CDE.

**Meta de rendimiento 2 (continuada):  
Planes para proporcionar servicios para emigrantes**

Si el LEA está recibiendo o planeando recibir fondos de Título III emigrante, llene esta tabla (según sección 3115(e)).

Actividades permitidas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
1. Alfabetización en familia, acercamiento a los padres y actividades de capacitación diseñadas para ayudar los padres a ser participantes activos en la educación de sus hijos:	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				
2. Apoyo para personal, incluyendo ayudantes de maestros que han sido capacitados específicamente, o están siendo capacitados para proporcionar servicios a alumnos y jóvenes emigrantes:	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				
3. Provisión de tutorial, asesoramiento o consejería académica o profesional para alumnos y jóvenes emigrantes;	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				
4. Identificación y adquisición de materiales curriculares, programas informáticos educativos y tecnologías para utilizarse en el programa realizadas con fondos:	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				
5. Servicios de instrucción básica que son directamente atribuidos a la presencia en el distrito escolar involucrado de alumnos y jóvenes emigrantes, incluyendo el pago de costos para proporcionar útiles adicionales del salón, costos de transporte, o tales otros costos como estén directamente atribuidos a tales servicios instructivos básicos adicionales:	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				
6. Otros servicios instructivos diseñados para ayudar niños y jóvenes emigrantes para rendir en escuelas primarias y secundarias en EE.UU., tales como programas de introducción al sistema educativo y	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>	{rCA_PG2-TL-34	{rCA_PG2-RE-34	{rCA_PG2-EC-34	{rCA_PG2-FS-34

Actividades permitidas	Descripción de como el LEA está cumpliendo o planea cumplir este requisito	Personas incluidas/ cronología	Gastos relacionados	Costo estimado	Fuente financiera
educación cívica:					
7. Actividades coordinadas con organizaciones comunitarias, instituciones de educación superior, entidades del sector privado u otras entidades con pericia en trabajar con emigrantes, para ayudar los padres de niños y jóvenes emigrantes al ofrecer servicios comunitarios comprensivos:	<p><b>Marque si es que Sí:</b></p> <p><b>Si es que sí, describa:</b></p>				

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LEA Plan

Title III

Proposed

Budget

## Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Proposed 2016-2017 Title III Budget

Name of LEA: \_\_\_\_\_ Stockton Unified School District \_\_\_\_\_ Fiscal Year: \_\_\_ 2016-17 \_\_\_\_\_

Total Title III Allocation: LEP \$ \_\_\_ \$950,000 \_\_\_\_\_ Immigrant: \$ \_\_\_ N/A \_\_\_\_\_

LEP Administrative & Indirect Costs (2%): \$ \_\_\_ \$19,000 \_\_\_\_\_ Immigrant Administrative & Indirect Costs: \$ \_\_\_\_\_

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<ol style="list-style-type: none"> <li>1. Supplemental Materials – used during Strategic Support time or before/after school</li> <li>2. Supplemental ELD Instruction – Extended Day</li> </ol>	Supplemental Supplies  Teacher Add Comp;	\$15,000 Title III  LCFF/ Site funds; \$100,000 Title III
Goal 2B: AMAO 2 - English Proficiency	<ol style="list-style-type: none"> <li>1. Enhanced Instruction ELA/ELD Professional Development</li> <li>2. Supplemental PD for Intervention Programs</li> </ol>	Substitutes/Add Comp  LDO Specialist/Coaches' Salaries	Title II, LCFF/Site Funds  \$360,000 Title II; LCAP Funds
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	<ol style="list-style-type: none"> <li>1. PD for ELA SDAIE Teachers</li> <li>2. Bilingual Paraprofessionals</li> <li>3. Afterschool/Summer Extended Year Program</li> </ol>	Substitutes  Salaries  Salaries; materials/supplies	Title II  LCFF  \$20,000 Title III; ELAP Site funds

Goal 2C: AMAO 3 – AYP in Mathematics	<ol style="list-style-type: none"> <li>1. Supplemental PD for Math SDAIE Teachers</li> <li>2. Bilingual Paraprofessionals</li> <li>3. Afterschool/Summer Extended Year Program</li> </ol>	<p>Substitutes</p> <p>Salaries</p> <p>Salaries; materials/supplies</p>	<p>Title II</p> <p>LCFF</p> <p>\$20,000 Title III; ELAP Site funds</p>
Goal 2D: High Quality Professional Development	<ol style="list-style-type: none"> <li>1. ELD – Teachers K-12</li> <li>2. SDAIE – Teachers K-12 CORE content areas</li> </ol>	<p>Curriculum Specialists;</p> <p>LDO Specialist/Coaches' Salaries</p>	<p>General/Title I</p> <p>\$335,000 Title III; LCAP Funds</p>
Goal 2E: Parent and Community Participation	<ol style="list-style-type: none"> <li>1. DELPAC – Parent Trainings</li> <li>2. EL Program</li> <li>3. SUSD Policies and Procedures</li> </ol>	<p>LDO Director; English Learner Program Site Coordinator</p>	<p>LCFF; Various Funding Sources</p>
Goal 2F: Parental Notification	<ol style="list-style-type: none"> <li>1. EL Initial, Annuals Letters</li> <li>2. Districtwide Informational</li> </ol>	<p>Translation, printing, postage</p>	<p>LCFF/General</p>
Goal 2G: Services for Immigrant Students	N/A		
Goal 5A: Increase Graduation Rates	<ol style="list-style-type: none"> <li>1. Extended Summer Program 4<sup>th</sup>-11<sup>th</sup> grades /Credit Recovery (Comp HS) 9<sup>th</sup>-12<sup>th</sup> grades</li> <li>2. Extended Day – Additional Comp</li> <li>3. Supplemental Materials for SDAIE CORE Classes</li> </ol>	<p>Teacher Salaries</p>	<p>LCFF</p> <p>\$100,000 Title III</p> <p>ELAP Site funds</p>
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			<p>LEP \$ <u>950,000</u></p> <p>IMM \$ _____</p>

**Program Notes:**

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.