

No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN



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Introduction:

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**:

- **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- **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.**
- **By 2005-06, all students will be taught by highly qualified teachers.**
- **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- **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 (ED). 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 federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by 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 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, the **single plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Mission Statement:

The mission of the Galt Joint Union Elementary School District is to provide all our District preschool through eighth grade students with the desire, tools, and experience to achieve personal excellence in academics, self expression, and citizenship.

Pledges:

Guiding Principles:

Our preschool through grade eight school experiences will advance child-centered and quality opportunities for rigorous academics and applied learning, higher level thinking skills, citizenship, and environmental stewardship.

We recognize the power and promise of our school district's diversity in advancing principles of democracy and global understanding in our rapidly changing world.

In an effort to promote organizational consistency, instructional focus, and on-going accountability efforts, the GJUESD District Advisory Committee (DAC) has modified the 2007/2008 Strategic Focus Areas to raise the bar for all children and close the achievement gap.

Strategic Focus Areas:

1. Every school will use student performance data each trimester to support all student subgroups meeting or exceeding a 60% proficiency target.
2. All classrooms will implement direct instruction practices for equitable and engaging student learning. (Practices include: wait time, multiple approaches to monitor student understanding, meta-cognition (self-talk), higher order questioning, and random response strategies.)
3. All classrooms will implement English Learner modifications through Specially Designed Academic Instruction in English (SDAIE) strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development.)
4. All English Learners will consistently receive quality English Language Development (ELD).
 - Morning or Afternoon Kindergarten: 90 minutes per week
 - Full Day Kindergarten – Grade 6: 150 minutes per week
 - Grades 7-8: 225 minutes per week
5. All K-5 teachers will teach reading and word analysis by using Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS).
6. All grade levels will participate in at least one service learning experience with school wide participation in character education emphasizing the Eight Great Traits. Eight Great Traits: Caring, Honesty, Integrity, Responsibility, Respect for Others, Citizenship, Planning and Decision Making, Problem Solving
7. All teachers will implement the adopted mathematics instructional materials while continuing implementation of the science resources adopted the previous year.

Leveraging Approaches for Advancing Strategic Focus Areas consistent and inclusive of required LEAP actions:

Expect and Support Full Implementation

- Trimester data review, analysis, and action with increased subgroup targets
- Integration of Focus Areas and Leveraging Approaches into School Plans
- Multi-tiered Staff Development
- On-going walk-throughs with feedback and critical questions
- Superintendent, Cabinet, and School Administrators' evaluations linked to Strategic Focus Area implementation and advancement

Expect and Support Good First Teaching

- Equitable classroom practices
- Exemplary classroom management
- In-depth and articulated standards knowledge
- Advancing Response to Intervention (RTI) efforts

Promote School Readiness, Family Literacy and Preschool Expansion

- Pre-k to kindergarten transition
- Family Storyteller and Latino Family Literacy Programs
- Full Day kindergarten opportunities
- First Five grant implementation

Refine daily English Language Development Instruction

- Use the ELD Standards to guide ELD instruction
- Strategically monitor English Learners at the Intermediate ELD level to advance proficiency rates
- Increase focus on vocabulary development, comprehension, and writing for English Learners in grades 4-8

Schedule and Disseminate Articulation/Best Practices Opportunities

- School employee sharing of effective practices that work based upon data analysis

Advance Reconfiguration Efforts

- Rework district-wide boundaries for demographic balance- school size, special needs students
- Final school configuration for Greer Elementary (K-6, K-8, Preschool-8)
- Closure of Fairsite Elementary School and decision on best use of former site

Support System-wide Cultural Competence Development

- Employee training to advance cultural competence to improve student learning and family communication

Description:

The GJUESD serves students in preschool through the eighth grade in the community of Galt, California, located in southern Sacramento County. Historically, a rural agricultural area, the Galt community experienced steady population growth which resulted in the district doubling between 1993-2003 to almost 4400 students. The District demographic characteristics have changed as dramatically as the growth. In 2001-2002 our two predominant ethnic subgroups, Hispanic and Caucasian made up 39% and 54% of the district respectively. While still the majority ethnic subgroups in our district, they have essentially reversed in the composition of enrollment. The percentages of Hispanic and Caucasian students are now 53% and 39% respectively. Our economically disadvantaged student enrollment has grown from 44% to 53%. Our English Learner (EL) subgroup has shown modest growth from 25% to 27%.

The downturn in the economy has resulted in an enrollment decline, similar to the trend of over half the districts throughout California. Today, the District serves just fewer than 4300 students in five schools; four elementary and two middle schools. This downturn in federal and state economies, and the enrollment decline due in part to the home mortgage crisis will result in less income revenue.

This calls for immediate action in order for the district to remain solvent. In order to address financial concerns the school board acted to reconfigure schools over the next two years. The district currently serves students in five elementary schools serving grades P-5 and two middle schools serving grades 6-8.

Next year, the district will close one middle school and operate a single 7-8 middle school and five elementary schools serving grades P-6. The oldest elementary school (Fairsite) will split enrollment to serve grades P-1 while grades 2-6 will be served on the site of the closed middle school. For the 2009-2010 school year, Fairsite will close and the former Greer Middle School will serve students in grades P-6.

The District has experienced a high level of success in the past with three schools designated as Distinguished Schools, one in 1995 and two in 1997. One school, River Oaks Elementary, was re-designated a Distinguished School in 2002 and repeated again in the current year.

By contrast student academic performance has been inconsistent across the District and has resulted in two schools identified as Program Improvement (PI) schools under the federal "No Child Left Behind" Act and three additional schools failing to meet all state targets for some of their sub groups of students.

Through careful analysis of student achievement data generated by both state and local assessments, formal and informal surveys through study sessions, formal and informal meetings with all stakeholder groups identified throughout this Local Education Agency Plan (LEAP), our district has determined that the changes summarized above, as well as educational reform strategies and program modifications noted in different sections of this LEAP provide our district the opportunity and leverage needed to close the achievement gap while "raising the bar."

District Budget For Federal Programs

Programs	Carryover \$	Current \$	Total \$	Percent
Title I, Part A			0.00	0.00
Title I, Part B, Even Start			0.00	0.00
Title I, Part C, Migrant Education			0.00	0.00
Title I, Part D, Neglected/Delinquent			0.00	0.00
Title II, Part A, Subpart 2, Improving Teacher Quality			0.00	0.00
Title II, Part D, Enhancing Education Through Technology			0.00	0.00
Title III, Limited English Proficient			0.00	0.00
Title III, Immigrants			0.00	0.00
Title IV, Part A, Safe and Drug-free Schools and Communities			0.00	0.00
Title V, Part A, Innovative Programs - Parental Choice			0.00	0.00
Adult Education			0.00	0.00
Career Technical Education			0.00	0.00
NcKinney-Vento Homeless Education			0.00	0.00
21st Century Community Learning Centers			0.00	0.00
Other:			0.00	0.00
Total	0.00	0.00	0.00	0.00

District Budget For State Programs

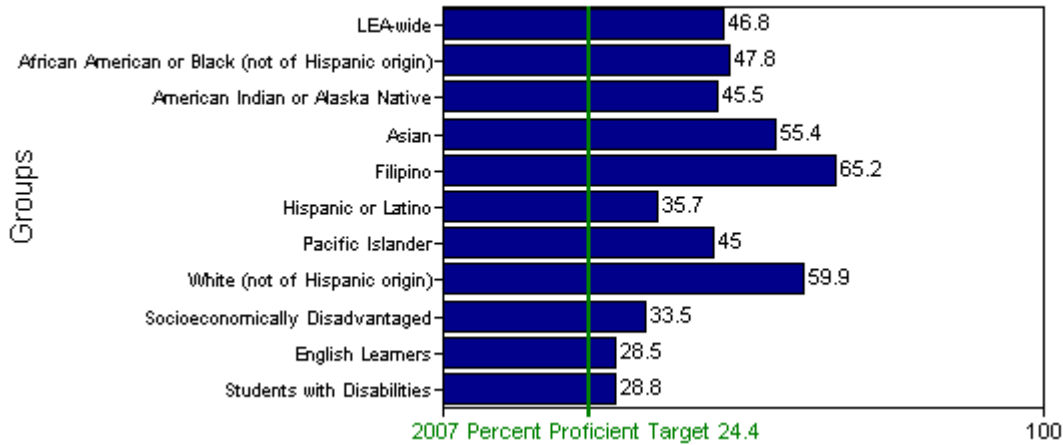
Programs	Carryover \$	Current \$	Total \$	Percent
EIA - State Compensatory Education			0.00	0.00
EIA - Limited English Proficient			0.00	0.00
School and Library Improvement Block Grant			0.00	0.00
After School Education and Safety Program			0.00	0.00
Child Development Programs			0.00	0.00
Educational Equity			0.00	0.00
Gifted and Talented Education			0.00	0.00
Tobacco Use Prevention Education-(Prop. 99)			0.00	0.00
High Priority Schools Grant Program (HPSG)			0.00	0.00
School Safety and Violence Prevention Act (AB 1113)			0.00	0.00
Healthy Start			0.00	0.00
School-based Pupil Motivation and Maintenance Program (sb 65)			0.00	0.00
English Language Acquisition Program			0.00	0.00
Community Based English Tutoring			0.00	0.00
Other:			0.00	0.00
Total	0.00	0.00	0.00	0.00

District Total: \$0.00

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

Performance Indicator 1.1: Planned Improvement in Student Performance in Reading

English-Language Arts - Percent At or Above Proficient



While all LEA subgroups made AYP targets for 2007 the Socioeconomically Disadvantaged, English Learner, and Students with Disabilities have not achieved the 2008 target AYP proficiency level of 35.2%. As the district has the understanding that AYP targets will continue to climb by approximately 10 percentage points/year until 2014, a strategic focus of the district is to target all subgroups to meet or exceed 60% proficiency. Currently, no significant subgroup has achieved that level. Thus the DAC has modified the Strategic Focus Areas to "raise the bar for all children and narrow the achievement gap." In order to address the specific actions required under NCLB the district will:

- Convene a "think tank" in order to establish what constitutes "good first teaching" that will become the standard of practice in classrooms throughout the district. A walkthrough instrument has been developed based on observable indicators to monitor fidelity of implementation of "good first teaching."
- Teachers will be provided with professional development needed to maximize the use of the standards-aligned materials. Teachers will collaborate through release time, staff and/or grade level meetings, weekly collaboration time (early release Wednesdays),
- Intervention classes will be scheduled at the middle school in addition to the extended day program (before/after school). Full day programs will be offered for the Pre- and K programs.
- Plans to increase the use of technology in our LEA community are detailed in our LEA Educational Technology Plan as required under Title II, Part D. In addition, increasing use of innovative strategies will be implemented for intervention. For example, iPass will be used by our middle school as a mathematics intervention tool, a program developed by iLearn software.
- Staff development and professional collaboration aligned with standards-based instructional materials shall be accomplished through the SB 472 Professional Development program, conferences as appropriate, trainings developed and coordinated by the curriculum department
- STAR reports will be mailed to parents shortly after received by the LEA, prior to the beginning of school if feasible. Reports will be mailed with CDE material assisting parents with interpreting achievement data of their child(ren). Parents will be assisted in interpreting results at Back to School Night, parent-teacher conferences, advisory and governance committees such as ELAC, DELAC, SSC, and DAC
- Special education and other auxiliary services will be provided as specified by law including through IEPs, section 504 plans, and as specified by ADA requirement/law. Plan documents will be revised as appropriate as students and parents transition from preschool, elementary, and middle school
- The LEA will ensure that Title I, Title II, Title III, Title V, state and other local resources are utilized appropriately for services that target the lowest-performing student groups through data analysis of STAR, local benchmarks, grade analysis, and collaboration between all stakeholder groups
- As additional academic needs are found through data analysis, those needs shall be prioritized and funded accordingly and appropriate to regulatory requirements.

(Summarize information from district-operated programs and approved school-level plans)

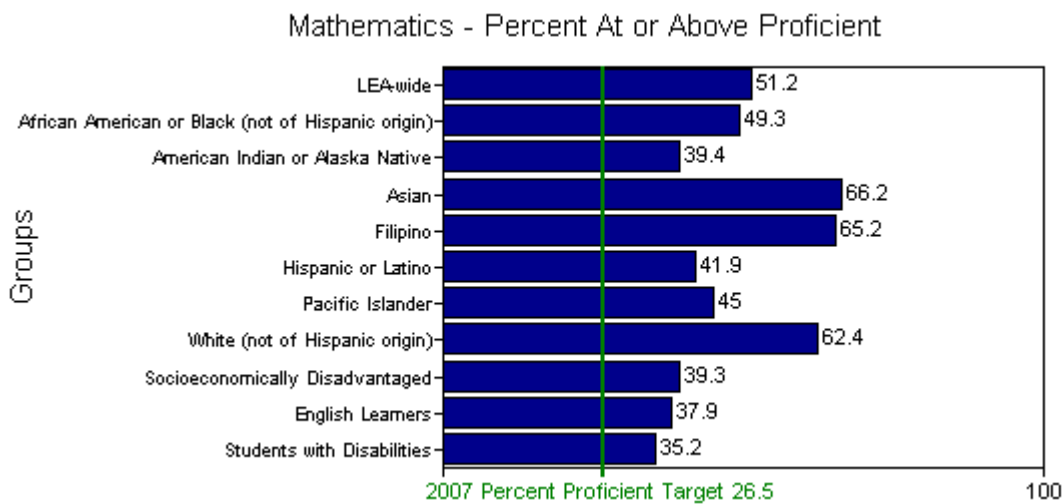
Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
	Director of Curriculum,	<ul style="list-style-type: none"> ● staff development ● release time ● curriculum coaches 		

Alignment of instruction with content standards	Principals, lead teachers, curriculum coaches, consultants	<ul style="list-style-type: none"> ● consultants ● EduSoft ● Conference/meeting expenses 		Title I, Title II, Title III, EIA
Use of standards-aligned instruction materials and strategies	Director of Curriculum, school site administrators, classroom teachers	<ul style="list-style-type: none"> ● Curriculum coaches ● Consultants ● Adopted materials ● Supplementary materials ● AB430 trainings ● SB472 trainings 		Title I, Title II
Extended learning time	Director of Curriculum, Director of Educational Services, principals	<ul style="list-style-type: none"> ● Staffing for afterschool programs ● Teacher tutors ● Reading specialists ● Materials for afterschool programs ● Saturday school staffing Materials for Saturday school 		Title I, First 5, REACH, Pre-K Family Literacy, Cesar Chavez Grant, Afterschool, Education and Safety (ASES)
Increased access to technology	Assistant Superintendent, Director of Curriculum, Technology Coordinator, principals	<p>Technology coordinator and technology assistant</p> <ul style="list-style-type: none"> ● Network maintenance ● Hardware maintenance ● Software and upgrades ● Hardware and maintenance ● Hardware upgrades 		Title II, Title V
Staff development and professional collaboration aligned with standards-based instructional materials	Director of Curriculum, principals	See "Alignment of instruction with content standards" and "Use of standards-aligned instructional materials and strategies"		Title II
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)	Superintendent, cabinet, principals, counselors, outreach consultants	<ul style="list-style-type: none"> ● Childcare expenses for meetings ● Translation services ● Materials and supplies for meetings ● Postage ● Telephone notification system 		Title I, EIA, School and Library Improvement Block Grant
Auxiliary services for students and parents (including transition from preschool, elementary and middle school)	Director of Curriculum, Director of Educational Services, Principals	<ul style="list-style-type: none"> ● Health services staffing for case management assistance ● Meeting expenses ● Translation services 		School and Library Improvement Block Grant
Monitoring program effectiveness	Superintendent, Director of Curriculum, Director of Educational Services, Principals, Program Specialists	<ul style="list-style-type: none"> ● Childcare expenses for meetings ● DAC meeting expenses ● DAC meeting materials and translation services ● DELAC meeting expenses ● DELAC meeting materials and translation services 		School Library and Improvement Block Grant
		<ul style="list-style-type: none"> ● Intervention program 		

Targeting services and programs to lowest-performing student groups	Director of Curriculum, Director of Educational Services, Principals, Lead ELRT	staffing (afterschool, lunchtime services, Saturday school) <ul style="list-style-type: none"> • Supplementary instructional materials • Supplementary software 	Title I, Title II, Title III, EIA, School and Library Improvement Block Grant
Any additional services tied to student academic needs	Superintendent, Director of Curriculum, Director of Educational Services, program specialists	<ul style="list-style-type: none"> • Supplementary Educational Services (SES) as appropriate • Transportation for SOC as appropriate • Full-day kindergarten 	Title I, EIA, First 5, Pre-K Family Literacy

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

Performance Indicator 1.2: Planned Improvement in Student Performance in Mathematics



While all LEA subgroups made AYP for 2007, Students with Disabilities have not reached the AYP proficiency level for 2008 of 37%. As LEA stakeholders understand that AYP targets will increase by approximately 10% each year until 2014, the district has focused improvement efforts towards all students meeting or exceeding a 60% proficiency target. The only significant subgroup that currently achieves at that level is the subgroup of White students. Thus the DAC has modified the 2007/2008 Strategic Focus Areas to "raise the bar for all children and close the achievement gap." While all LEA subgroups made AYP targets for 2007 the Socioeconomically Disadvantaged, English Learner, and Students with Disabilities have not achieved the 2008 target AYP proficiency level of 35.2%. As the district has the understanding that AYP targets will continue to climb by approximately 10 percentage points/year until 2014, a strategic focus of the district is to target all subgroups to meet or exceed 60% proficiency. Currently, no significant subgroup has achieved that level. Thus the DAC has modified the Strategic Focus Areas to "raise the bar for all children and narrow the achievement gap." In order to address the specific actions required under NCLB the district will:

- Convene a "think tank" in order to establish what constitutes "good first teaching" that will become the standard of practice in classrooms throughout the district. A walkthrough instrument has been developed based on observable indicators to monitor fidelity of implementation of "good first teaching."
- Teachers will be provided with professional development needed to maximize the use of the standards-aligned materials. Teachers will collaborate through release time, staff and/or grade level meetings, weekly collaboration time (early release Wednesdays),
- Intervention classes will be scheduled at the middle school in addition to the extended day program (before/after school). Full day programs will be offered for the Pre- and K programs.
- Plans to increase the use of technology in our LEA community are detailed in our LEA Educational Technology Plan as required under Title II, Part D. In addition, increasing use of innovative strategies will be implemented for intervention. For example, iPass will be used by our middle school as a mathematics intervention tool, a program developed by iLearn software.
- Staff development and professional collaboration aligned with standards-based instructional materials shall be accomplished through the SB 472 Professional Development program, conferences as appropriate, trainings developed and coordinated by the curriculum department

- STAR reports will be mailed to parents shortly after received by the LEA, prior to the beginning of school if feasible. Reports will be mailed with CDE material assisting parents with interpreting achievement data of their child(ren). Parents will be assisted in interpreting results at Back to School Night, parent-teacher conferences, advisory and governance committees such as ELAC, DELAC, SSC, and DAC
- Special education and other auxiliary services will be provided as specified by law including through IEPs, section 504 plans, and as specified by ADA requirement/law. Plan documents will be revised as appropriate as students and parents transition from preschool, elementary, and middle school
- The LEA will ensure that Title I, Title II, Title III, Title V, state and other local resources are utilized appropriately for services that target the lowest-performing student groups through data analysis of STAR, local benchmarks, grade analysis, and collaboration between all stakeholder groups
- As additional academic needs are found through data analysis, those needs shall be prioritized and funded accordingly and appropriate to regulatory requirements.

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards	Director of Curriculum, school site administrators, lead teachers	<ul style="list-style-type: none"> ● staff development ● release time ● curriculum coaches ● EduSoft ● Conference/meeting expenses 		Title I, Title II, Title III, EIA
Use of standards-aligned instruction materials and strategies	Director of Curriculum, school site administrators, classroom teachers	<ul style="list-style-type: none"> ● Curriculum coaches ● Consultants ● Adopted materials ● Supplementary materials ● AB430 trainings ● SB472 trainings 		Title I, Title II
Extended learning time	Director of Curriculum, Director of Educational Services, Principals	<ul style="list-style-type: none"> ● Staffing for afterschool programs ● Teacher tutors ● Reading specialists ● Materials for afterschool programs ● Saturday school staffing Materials for Saturday school 		Title I, First 5, REACH, Pre-K Family Literacy, Cesar Chavez Grant, Afterschool, Education and Safety (ASES)
Increased access to technology	Assistant Superintendent, Director of Curriculum, Technology Coordinator, Principals	<p>Technology coordinator and technology assistant</p> <ul style="list-style-type: none"> ● Network maintenance ● Hardware maintenance ● Software and upgrades ● Hardware and maintenance ● Hardware upgrades 		Title II, Title V
Staff development and professional collaboration aligned with standards-based instructional materials	Director of Curriculum, Principals	See "Alignment of instruction with content standards" and "Use of standards-aligned instructional materials and strategies"		Title II
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)	Superintendent, cabinet, Principals, counselors, outreach consultants	<ul style="list-style-type: none"> ● Childcare expenses for meetings ● Translation services ● Materials and supplies for meetings ● Postage ● Telephone 		Title I, EIA, School and Library Improvement Block Grant

		notification system		
Auxiliary services for students and parents (including transition from preschool, elementary and middle school)	Director of Curriculum, Director of Educational Services, Principals	<ul style="list-style-type: none"> • Health services staffing for case management assistance • Meeting expenses • Translation services 		School and Library Improvement Block Grant
Monitoring program effectiveness	Superintendent, Director of Curriculum, Director of Educational Services, Principals, Program Specialists	<ul style="list-style-type: none"> • Childcare expenses for meetings • DAC meeting expenses • DAC meeting materials and translation services • DELAC meeting expenses • DELAC meeting materials and translation services 		School Library and Improvement Block Grant
Targeting services and programs to lowest-performing student groups	Director of Curriculum, Director of Educational Services, Lead ELRT	<ul style="list-style-type: none"> • Intervention program staffing (afterschool, 		Title I, Title II, Title III, EIA, School and Library Improvement Block Grant
Any additional services tied to student academic needs	Superintendent, Director of Curriculum, Director of Educational Services, Program Specialists	<ul style="list-style-type: none"> • Supplementary Educational Services (SES) as appropriate • Transportation for SOC as appropriate 		

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.

Performance Indicator 2.1: Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

While EL students met AYP for ELA and Mathematics with 28.5% and 37.9% proficiency rates, data indicates that there is a 20.3 point gap between EL students and the district in ELA and a 13.3 point gap in Mathematics. Beginning with the 2008-2009 school year the Annual Measurable Objectives (AMOs) for measuring AYP increase by approximately 10% and continue to increase by approximately 10% annually until 2014. The AMO for ELA for 2008-2009 is 35.6%, for Math it is 37%. Curriculum, assessment, and instruction need to be aligned for growth in order to meet AYP and close the achievement gaps for EL students. In order to ameliorate the gaps, "All classrooms will implement English Learner modifications through Specially Designed Academic Instruction in English (SDAIE) strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development)." (LEA Strategic Focus Area 2). In addition, "All English Learners will consistently receive quality ELD. Morning and Afternoon Kindergarten will receive 90 minutes per week, Full Day Kindergarten will receive 150 minutes per week, and Grades 7-8 will receive 225 minutes per week" (LEA Strategic Focus Area 4). All classroom teachers will refine daily ELD instruction in order to advance these Strategic Focus Areas by using ELD Standards to guide ELD instruction, strategically monitoring ELs at the Intermediate ELD level to advance proficiency rates, and increasing focus on vocabulary development, comprehension, and writing for ELs in grades 4-8. Further details are described in the LEA English Learner Master Plan and includes: All English Learners are placed in English language classrooms in which the language of instruction used by the teaching personnel is overwhelmingly in English, and in which such teaching personnel possess a good knowledge of the English language. (Ed. Code 305, 306b). This requirement may only be waived for students in an alternative program with approved parental exception waivers (Ed. Code 310) In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English Learners shall receive instruction in the core curriculum via one or more of the following settings:

- English Mainstream (MS) – (Ed. Code 306c) A program in which the students are either native English speakers or have already acquired a reasonable level of fluency in English.
- Structured English Immersion (SEI)- (Ed. Code 306d) A program for English Learners with less than reasonable fluency in English. Typically these students are at the Beginning or Early Intermediate levels of English language development. Nearly all of the instruction is in English but with the curriculum and presentation designed for children who are learning English.
- Alternative Bilingual Program (ABP) – (Ed. code 306e) An alternative course of study in which much of the instruction, textbooks, and teaching materials are in the students' native language.

The effectiveness of these programs will be monitored and evaluated according to the English Learner Master Plan: 1. Measurable objectives to determine if English Learners are reaching proficiency in English and achieving academically at a sustained parity with students who entered school with native English proficiency. 2. An ongoing method for using the objectives to improve program implementation and modify the program as needed. 3. Reports to the local Board of Education, ELAC and DELAC. District Annual Measurable Achievement Objectives For English Learners Objective 1: English Language Development Progress (Aligned to Title III Accountability AMAO 1) Programs serving English learners will demonstrate a 10% increase each year in the total number of EL students that are making annual progress in learning English 1a. Students will gain one English proficiency level per year (Beginning, Early Intermediate, Intermediate levels). 1b. Students at the Early Advanced level with some skill areas below Intermediate will bring all skill areas up to the Intermediate level. 1c. Students already at the Advanced level will maintain that level until they are reclassified. Ending school-wide target: 80% Data Source: California English Language Development Test (CELDT); District Formative ELD Assessment Objective 2: English Proficiency (Aligned to Title III Accountability AMAO 2) Programs serving English Learners will demonstrate a 10% increase each year in the total number of EL students attaining English Proficiency on the CELDT. Note: CELDT English Proficiency is defined as a score of Early Advanced or Advanced on the Overall portion of the CELDT test. Ending school-wide target: 80% Data Source: CELDT Objective 3: Academic Proficiency on CST (Aligned to Title III Accountability AMAO 3) Programs serving English Learners will demonstrate a 10% increase each year in the total number of EL students that score in the Proficient and Above levels on the California Standards Tests in English Language Arts and Mathematics. Note: Reclassified students who have not yet reached the Proficient or Above levels for three years will be included in this data. Ending school-wide targets: 80% Data Source: California Standards Tests Promoting parental and community involvement are described in the LEA English Learner Master Plan Parent Involvement (CPM Item, EL 1) Active parental involvement benefits students by increasing their academic achievement, improving behavior, lowering absenteeism, instilling positive school attitude, and improving work habits. Parents of EL students need to be informed of their student's academic program and assist school staff in developing the best environment for his/her success. Each school will convene an annual meeting at a convenient time, to which all parents of EL students will be welcomed and informed of their school's programs, their requirement, and a parent's right to be involved. The schools may provide childcare or home visits, as such services relate to parental involvement. Parents will be encouraged to become involved in their child's education. Home/School Communication Regular communication with parents is very important. Pursuant to Ed. Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in either language. Interpreters will be provided for the parent at all conferences, SSTs, and IEP meetings. Schools will provide to parents of English Learners the following: • Timely information about site programs • A description and explanation of the curriculum in use at the school • School performance profiles, and their child's individual assessment results • Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children (ELAC) English Learner Advisory Committees The GJUESD has functioning English Learner Advisory Committees meeting all legal requirements School Level Committee English Learner Advisory Committee (ELAC) (CPM Item, EL 2) Formation: Each school with 21 or more English Learners in attendance, regardless of language must form a functioning

English Learners Advisor Committee (ELAC) or subcommittee of an existing advisory committee. Composition Requirements: On the committee, the percentage of parents of English learners is at least the same as that of English Learners at the school. The ELAC may meet and delegate its responsibilities to an existing school advisory committee or subcommittee. Elections: Requirements of ELAC elections include: 1. Parents of guardians of EL students elect parent members of the school committee or sub-committee. 2. All parents shall be provided the opportunity to vote. Each school committee shall have the opportunity to elect at least one parent member to the District English Learners Advisory Committee (DELAC). Major Function: The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff of English Learner programs and services to EL students. Tasks: At minimum, The ELAC: 1. Advises the principal and staff on development of a detailed master plan for English Learner education for the individual school and submits the plan to the District Governing Board for its review and inclusion in the District's English Language Learner Education Master Plan 2. Assists in the developing of the school's need assessment. 3. Assists in the administration of the school's language census. 4. Assists in finding ways to make parents aware of the importance of regular school attendance. Training: The district shall provide for all ELAC members: 1. Appropriate training and training materials to assist each member in carrying out his or her responsibilities. 2. Training which is planned in consultation with DELAC members. EIA-LEP or District funds may be used to cover the costs of training and attendance of ELAC members (e.g. costs associated with child care, translation services, meals and other reasonable expenses). District Level Committee District English Learner Advisory Committee (DELAC) (CPM Item, EL 3) Formation: Each District with 51 or more English Learners in attendance, regardless of language, must form a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing Districtwide advisory committee. Composition Requirements: Parents or guardians of English Learners not employed by the District must constitute a majority membership of the committee. The District may designate an existing District wide advisory committee to serve as the DELAC if the parents and guardians of English Learners is at least the same percentage of that of the English Learners in the District. Elections: Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC. However, if the District has 51 or more ELACs, it may use a system of proportional or regional representation. Major Function: The DELAC or subcommittee on bilingual education is to advise the District Governing Board (in person and/or in writing) on English Learner programs and services to EL students. Tasks: The DELAC advises (reviews and comments) the District governing Board on at least: 1. A timetable for, and development or revision of, a District master plan for English Learner education, taking into consideration each of the school sites Master Plans. 2. Conducting a District wide needs assessment on a school-by-school basis. 3. Setting District English Learner education goals and objectives. 4. Administration of the annual language census, e.g. procedures and forms. 5. The written parent notification of initial school enrollment. 6. The Districts' redesignation procedures. 7. Any waiver request affecting service to EL students. Training: The District shall provide for all DELAC members: 1. Appropriate training and training materials to assist each member to carry out any of his or her responsibilities for all required tasks. 2. Training is planned in full consultation with DELAC members. EIA- LEP or District funds may be used to cover the costs of training and attendance of DELAC members (e.g. costs associated with childcare, translation services, meals, and other reasonable expenses). High quality language instruction will be based on scientifically based research practices that have proven to be effective in increasing english proficiency and academic achievement in core curriculum subjects. These instructional practices include Specially Designed Academic Instruction in English (SDAIE). SDAIE instruction has four goals for students: 1. To learn English 2. To learn content 3. To practice high level thinking skills 4. To advance literacy skills For all subject areas, teachers use the district adopted materials as well as supplemental materials to make the subject matter comprehensible to their students. EL teaching strategies will be incorporated into all lessons for English Learners Examples of EL Teaching Strategies:

- A low anxiety environment with active participation
- Use of audio-visuals, manipulatives, gestures, realia, and other context clues
- Supplementary materials and/or adaptations of existing materials
- Access to native language materials and support
- Differentiated instructional practices
- Modified speech (slow rate, clear enunciation, controlled vocabulary, use of cognates, etc.)
- Clear academic tasks
- Initiating cooperative learning techniques Use of Check for Understanding (CFU)
- Vocabulary Development for academic, content and support words
- Use of preview/review strategy
- Use of few idiomatic phrases and expressions
- An environment for developing successful and positive self-image
- Graphic organizers, outlines and study guides

The LEA will provide professional development for implementing these strategies on an ongoing basis through SB 472, training included with EL adoption material, California Bilingual Educators (CABE), EL Accountability Institute, BTSA, and district sponsored workshops and meetings. The LEA will upgrade program objectives and provide direction in adjusting instructional strategies based on data indicators provided through the monitoring and evaluation process explained above. For EL students requiring assistance in addition to the programs and strategies detailed above: (CPM Item, EL 13.1) The district has developed interventions tied to individual student achievement assessments to help EL students overcome academic deficits that may be incurred while acquiring English. A variety of support services shall be available to all English Learners in order that each student has additional opportunities outside regular classroom instruction to successfully meet grade level standards. In addition to the regular classroom interventions, opportunities for remediation are available to English Learners. The following is a partial list: • Student Study Team (SST): Parents and staff members meet to discuss the student's strengths and weaknesses, as well as to provide parents and the classroom teacher with additional strategies to accelerate achievement. • Extended Day Classes: Students who are "red-flagged" as at risk for retention

or not meeting grade level benchmarks are provided with small group instruction before or after school. • Summer School: Students not meeting grade level standards or recommended for Conditional Promotion/Retention must attend classes during the summer. • Support Classes: Students not basic proficiency standards in Mathematics and English Language Arts may receive an extra support class in that area. • EL Resource: EL Resource Teachers are available at each site to assist in EL intervention services. • Teacher Tutor Support/Reading Specialist: EL students not reading at grade level will be eligible for teacher tutor/reading specialist services. • English Learner Instructional Assistants: EL students who need additional academic or primary language support will also be supported in the classroom with the assistance of a bilingual paraprofessional. • Conditional Promotion: EL students not meeting standards who have exhibited growth and, who in the opinion of the school would be best served through promotion to the next grade level, can be conditionally promoted. They will receive appropriate interventions each year they are conditionally promoted.

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>(Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> • Describe the programs and activities to be developed, implemented, and administered under the subgrant; • Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; • Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ○ meeting the annual measurable achievement objectives described in Section 3122; ○ making adequate yearly progress for limited-English-proficient students (Section 1111 (b)(2)(B)); ○ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); • Describe how the LEA will promote parental and community participation in LEP programs 	<p>Superintendent, Director of Curriculum, Director of Educational Services, Director of Business, Principals</p>	<ul style="list-style-type: none"> • Funding for ELRTs • Funding for paraprofessionals for EL program • Curriculum materials in Spanish • Professional development expenses to meet the needs of EL students (including CAFE and EL Accountability Institute) • ELD Curriculum materials • Assessment materials 		<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant</p>
<p>Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Director of Curriculum, Principals</p>	<ul style="list-style-type: none"> • Professional development expenses • Supplementary materials for EL students 		<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant, ELAP</p>
<p>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> • designed to improve the instruction and assessment of 				

<p>LEP children;</p> <ul style="list-style-type: none"> designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; long term effect will result in positive and lasting impact on teacher performance in the classroom 	<p>Director of Curriculum, Director of Educational Services, Principals, ELRTs</p>	<ul style="list-style-type: none"> Substitute teacher costs Consultants Conference expenses 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant</p>
<p>Upgrade program objectives and effective instruction strategies</p>	<p>Director of Curriculum, Principals</p>	<ul style="list-style-type: none"> Professional Development for ELD standards 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant</p>
<p>Provide –</p> <ul style="list-style-type: none"> tutorials and academic or vocational education for LEP students; and intensified instruction 	<p>Director of Curriculum, Director of Educational Services, Principals, ELRTs, classroom teachers</p>	<ul style="list-style-type: none"> SES Funding for paraprofessionals 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant</p>
<p>Develop and implement programs that are coordinated with other relevant programs and service</p>	<p>Director of Curriculum, Director of Educational Services, Principals</p>	<ul style="list-style-type: none"> COST expenses as appropriate 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant, Supplemental Counseling Program</p>
<p>Improve the English proficiency and academic achievement of LEP children</p>	<p>Principals, ELRTs, Classroom Teachers</p>	<ul style="list-style-type: none"> SDAIE professional development ELD standards professional development Supplementary materials Paraprofessional costs, benefits 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant</p>
<p>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"> To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children 	<p>Director of Curriculum, Lead ELRT, Outreach Consultants</p>	<ul style="list-style-type: none"> Staffing for El Cielo Childcare expenses Printing and mailing costs Costs for translating materials Parent education consultants 	<p>Title I, Title II, Title III, EIA, School and Library Improvement Block Grant, CBET</p>
<p>Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> The acquisition or development of educational technology or 	<p>Assistant Superintendent, Director of</p>	<ul style="list-style-type: none"> Hardware maintenance and upgrades 	<p>Title I, Title II, Title III, Title V, EIA,</p>

<ul style="list-style-type: none"> instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs 	Educational Services, Coordinator of Technology, Principals	<ul style="list-style-type: none"> Network maintenance Supplemental software 	ELAP, School and Library Improvement Block Grant
Other activities consistent with Title III	Director of Educational Services	<ul style="list-style-type: none"> Funding for Lead ELRT Staffing for extended learning time specific to the needs of EL students 	Title I, Title II, Title III, EIA, School and Library Improvement Block Grant, Summer School

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.

Performance Indicator 2.2: Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parent notification of EL students regarding placement and program are detailed in the English Learner Master Plan: Parent Notification of Program Placement (CPM Item, EL 4.5, 4.6) (Ed code 440) Parent Notification of Placement in an English Language Program: Initially upon enrollment and annually thereafter, parents must be notified of their child's placement in an English language classroom. The principal or EL Resource Teacher shall send out the parent notification of placement letters at the beginning of each school year. The letter will be sent out in English and other primary languages representing 15% of the student population at a school site (ED code 48985). Parent English Language Program Notification Letter shall include: • Child's placement in a English Language classroom • Current CELDT level • Primary language assessment results (for new students initially identified) • Opportunity for parents/guardians to request a Parental Exception Waiver for the Alternative Bilingual Program • EL Program Descriptions • List of Core Curriculum Parent Notification of CELDT Assessment Results (CPM Item, 4.6) (Ed code 440) CELDT Assessment Results Notification Letter Initially upon identification and annually thereafter, parents must be notified of their child's CELDT results each year. The principal or EL Resource Teacher shall mail home the CELDT Notification letter within 30 days after receiving the results of the current year's CELDT examination. The letter will be sent out in English and other primary languages representing 15% of the student population at a school site (ED code 48985). The CELDT Notification letter shall include: • Child's CELDT test results • The student's appropriate program placement (i.e. Mainstream, SEI, or Bilingual) • A box for parents to request a meeting to discuss the results and/or program placement • An explanation of CELDT results Placement in Instructional Programs (CPM Item, EL 10) (Ed. Code 305) All English Learners shall be placed in English language classrooms unless a parental exception waiver has been granted. Note: The Individualized Education Plan (IEP) team determines placement of each special education student, regardless of language proficiency. Structured English Immersion Placement: (CPM Item, EL 10.1) (Ed. Code 305) English Learners with "less than reasonable fluency" in English may be placed in Structured English Immersion program during a temporary transition period not normally to exceed one year. EL students of different ages but whose levels of English are similar may be placed in the same classroom. If students have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be reenrolled unless a parent or guardians object. English Language Mainstream Placement: (CPM Item, EL 10.1) (Ed. Code 305) English learners with "reasonable fluency" in English are placed in an English language mainstream classroom. Note: EL students who do not meet the district criteria for "reasonably fluent" will be placed in a mainstream program if the parent/guardian so requests in writing. Alternative Bilingual Program Placement: (CPM Item, EL 11) (Ed. Code 311) English Learners who have been granted Parental Exception Waivers are offered an alternative program. The requirements for the alternative program are as follows: 1. Students Who Already Know English (Ed. Code 311a): The student possesses sufficient English skills as measured by Proficient on the California English Language Arts Test or is at or above the 5th grade average, whichever is lower. 2. Older Students (Ed. Code 311 b): The student is 10 years or older and it is the informed belief of the principal and educational staff that an alternative bilingual program would be better suited to the student's rapid acquisition of basic English skills. 3. Students with Special Needs (Ed. Code 311 c): The student has already been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is the informed belief of the educational staff and principal that the student has special physical, emotional, psychological or educational needs and that an alternative bilingual program would be better suited to the student's overall educational development. The Parental Exception Waiver: (CPM Item, EL 11) (Ed. Code 310) The GJUESD has established a procedure for parental exception waivers for the Alternative Bilingual Program, which includes prior written informed consent; an annual request; and a personal visit to the school to apply for the waiver. 1. Opportunity to Apply for Parental Exception Waiver (CPM Item, EL 11.1) Parents/guardians are provided on enrollment and annually with a full written, and on request, spoken description of the state approved English Learner programs and district adopted materials used in each program. Parents/guardians shall be informed of the placement of their children in an English Language program and are notified of the opportunity to apply for a waiver. The following district Parental Exception Waiver guidelines have been established: • Applying for a Waiver: Parents must personally apply at the school for a parental exception waiver. Waivers and a full written explanation of the programs offered will be available in the school office. Teachers and other educational staff may assist parents with the completion of the waiver if requested by the parents. • Notification of 30-Day Placement in an English Language Classroom: Parents and guardians are informed that a pupil under age 10 must be placed for a period of not less than 30 calendar days in an English language classroom the first year of enrollment in a California school. • Annual Requests for Waivers: Parents must re-apply annually for a waiver for their child. Parents/guardians may apply for a waiver in May or June; however, waivers will not be acted upon until the fall of the next school year. The school site will send a notification letter in the first month of the school year and hold a meeting to explain the program

options. • Recommendations for Waivers: Principals and educational staff may recommend a waiver and provide input to parents about the best program placement for their child. Parent must also be given notice of their right to refuse a waiver. • Conditions for Bilingual Classes: Where there are 20 or more waivers approved at a grade level, GJUESD must provide a bilingual classroom in that school at that grade level. If fewer than 20 waivers are granted, schools may provide such a class or students will be allowed to transfer to another school which provides such a program 2. District Processing of Parental Exception Waivers (CPM Item, EL 11.2, 11.3) • Evaluating Waiver Requests: When evaluating waiver requests for those students for whom standardized assessment data is not available, other assessments may be used. These assessments may include local assessments, local standards, and teacher evaluations. • Appropriate Services: Site administrators are responsible for insuring that all EL students receive the appropriate instructional services. All student placements will be based upon language assessment, previous educational experience and parental choice. Parental involvement in decisions regarding the education of their children is critical to the students' academic success. • Considering Waiver Requests: The principal shall consider all waiver requests and shall submit a rationale of the decision regarding the approval/denial of the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition. • Granting Parental Exception Waivers: Parental exception waivers for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternative course of study would be better suited to the student's overall educational development. Decisions regarding parental exception waivers for students with special needs are subject to the examination and approval of the local superintendent under guidelines established by the Board of Education. Ed. Code 311 (c) • Waiver Acceptance/Denial Timeline: The principal or designee shall act upon all parental waivers within 20 instructional days of submission to the principal. However, waivers requests for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. A Parent Notification of Waiver Status letter will be sent home. The Parental Exception Waiver shall then be placed in the student's cum file. • Denial of Waiver: In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason (s) for denial and advised that he/she may appeal the decision to the local board of education. • The Uniform Complaint Procedure: The Uniform Complaint Procedure may be used when alleging the district's failure to comply with state and/or federal laws related to English Learners. The Board Policy may be reviewed on line at <http://www.galt.k12.ca.us/> and is also available in school and district offices. Parents of EL students are invited to participate in SSC, DELAC, ELAC, DAC, and other ad hoc school and LEA committees. The ELAC specifically advises on the EL program at the site level. The DELAC advises the LEA on the Master Plan for English Learners. The majority of all written school and LEA communications are translated to Spanish as are all major reporting documents released to the community including the SARC.

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> ● the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program ● the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement ● 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 ● how the program in which their child is, or will be participating will meet the educational strengths and needs of the child ● how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation ● the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for 	<p>Superintendent, Principals, ELRTs, School Counselors</p>			

<p>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</p> <ul style="list-style-type: none"> ● in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child ● information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> ○ the right that parents have to have their child immediately removed from such program upon their request ○ 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 ○ the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA 				
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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.

Performance Indicator 2.3: Plans to Provide Services for Immigrants

GJUESD does not receive Title III, part A for Immigrant

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	Principals, ELRTs, Outreach Consultants, School Counselor			
Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth	Director of Educational Services, Director of Business, Principals			
Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	Director of Curriculum, Director of Educational Services, Principals, Outreach Consultants, School Counselor			
Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds	Director of Curriculum, Director of Educational Services, Principals, Classroom Teachers, Technology Coordinator, Library/Media Clerks			
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	Director of Curriculum, Director of Educational Services, ELRTs,			

transportation, or such other costs as are directly attributable to such additional basic instruction services	Principals			
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	ELRTs, Classroom Teachers			
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	Principals, ELRTs, Outreach Consultants, School Counselor			

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Performance Indicator 3.1: Summary of Needs and Strengths for Professional Development

Under Goals 1 and 2 it is evident that the DAC has modified the Strategic Focus Areas of the District appropriately. The Strategic Focus Areas have been outlined to ensure that schools employ researched-based practices designed "to raise the bar for all children and close the achievement gap.":

- Every school will use student performance data each trimester to support all student subgroups meeting or exceeding a 60% proficiency target.
- All classrooms will implement direct instruction practices for equitable and engaging student learning. (Practices include: wait time, multiple approaches to monitor student understanding, meta-cognition (self -talk), higher order questioning, and random response strategies.)
- All classrooms will implement EL modifications through SDAIE strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development.)
- All EL students will consistently receive quality ELD -Morning or Afternoon Kindergarten: 90 minutes per week -Full Day Kindergarten - Grade 6: 150 minutes per week -Grades 7-8: 225 minutes per week
- All K-5 teachers will teach reading and word analysis by using Systematic Instruction in Phoneme Awareness, Phonics, and Sight words (SIPPS).
- All grade levels will participate in at least in at least one service learning experience with schoolwide participation in character education emphasizing the Eight Great Traits (Caring, Honesty, Integrity, Responsibility, Respect for Others, Citizenship, Planning and Decision Making, Problem Solving)
- All teachers will implement the adopted mathematics instructional materials while continuing implementation of science resources adopted the previous year.

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.

Strengths	Needs
<ul style="list-style-type: none"> ● Human resources for staff development targeting subgroups for which achievement gaps exist in areas of ELA and Mathematics ● Fiscal resources for staff development ● Staff Development Leadership Team ● Current curriculum adoptions ● Service Learning Resources ● Data Analysis & Assessment tools (Edusoft) ● Data Management tools ● Consultant/Coaching resources (Developmental Studies Center, Springboard Schools) ● Early release on Wednesdays for collaboration and staff development ● Feedback instruments to measure fidelity of implementation 	<ul style="list-style-type: none"> ● Multi-tiered (differentiated) staff development ● Equitable classroom practices ● Exemplary classroom management ● In-depth and articulated knowledge of standards ● Response to Intervention (RtI) ● School Readiness Pre-K ● ELD standards ● Vocabulary development for EL students ● Teaching reading and comprehension strategies for EL students ● Writing for EL students grades 4-8 ● Standards-based reporting to parents and students ● Effective collaboration ● Math adoption training ● Cultural Competence ● Direct Instruction ● Engaging students as learners ● Continual SDAIE training ● Ability awareness ● SIPPS ● Service Learning ● Classroom walkthrough training ● Administrator training and professional development ● Structured collaboration and articulation

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Performance Indicator 3.2: Planned Improvements for Professional Development (Title II)

Outcome data on STAR and local assessments aligned with the rigorous state standards have provided the data indicating professional development needs that form the basis for actions under indicator #1 for this goal. As examples, SB 472 and AB 430 trainings for teachers and administrators respectively will be provided by agencies approved by the CDE meeting statutory requirements as scientifically based practices shown to improve academic achievement. Ongoing data analysis on local benchmark assessments and grades will be executed in a manner so all schools disaggregate the data in order to ensure awareness to current achievement levels for low-income and minority students, and focus the professional development activities that research indicates will assist in narrowing the achievement gaps. Professional development will be multi-tiered in order to meet the needs of a teaching force that is broad in age and skill range. Professional development will be coordinated in a manner that Title II priorities are coordinated with other state and local funds in a manner that results in practices that adult learners need in order for the GJUESD to narrow the achievement gap become evident in our classrooms. The needs of all professional stakeholders will be prioritized from the list under the Goal 3, Indicator 1 Actions. These needs were identified as a result of collaboration among all stakeholder groups - students, teachers, parents, administrators, paraprofessionals, and community members that form the District Advisory Committee through a process that outlined: 1. Current district conditions - academic, economic, demographic 2. Study of the school reconfiguration as approved by the local board 3. Outlining needs to meet future demands 4. Forming Strategic Focus Areas in order to meet future demands 5. Assessing professional development needs As mentioned above, data will be disaggregated in order to support teachers and administrators professional needs as the disaggregated data indicates for each significant subgroup. Similarly, discipline - truancy, office referral, suspension and expulsion data, and data generated by the California Healthy Kids Survey will be utilized to provide training for improving student behavior. The Director of Curriculum will provide data analysis training for administrators, administrators in turn will train their staffs to analyze the data in order to target services to underachieving subgroups. Currently, all teachers and paraprofessionals meet the requirements of Section 1119 of Title I, part A. Title II funds will be utilized to provide appropriate training that results in retention of HQTs.

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
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:	Director of Curriculum, Staff Development Leadership Team			Title I, Title II
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:	Superintendent, Director of Curriculum, Staff Development Leadership Team			Title II
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:	Superintendent, Director of Curriculum, Director of Educational Services, Staff Development Leadership Team, Principals			
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:	Director of Curriculum, Director of Educational Services			
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:	Superintendent, Director of Curriculum, Director of Educational Services			
How the LEA will integrate funds under				

<p>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>LEA does not receive Title II, part D</p>			
<p>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>LEA does not receive Title II, part D</p>			
<p>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>Superintendent, DAC</p>			
<p>How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ● Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ● Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ● Involve parents in their child's education; and ● Understand and use data and assessments to improve classroom practice and student learning. 	<p>Director of Curriculum, Director of Educational Services, Principals, School Counselor, Outreach Consultant, ELRTs</p>			
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p>	<p>Director of Educational Services, Director of Curriculum</p>			

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

Performance Indicator 4.1: 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

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

Performance Indicator 4.2: Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the SSD 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 SSD's code of conduct or policy regarding student behavior expectations.

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

Performance Indicator 4.3: 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

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

Performance Indicator 4.4: Prevention Program Performance Indicators (4115(a)(1)(B))

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Date: 12/1/2007 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th 4 % 7th 4 %	5th 3 % 7th 4 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th 3 % 9th 0 % 11th 0 %	7th 3 % 9th 0 % 11th 0 %
The percentage of students that have used marijuana will decrease biennially by:	5th 0 % 7th 7 %	5th 0 % 7th 7 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th 20 % 9th 0 % 11th 0 %	7th 20 % 9th 0 % 11th 0 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th 4 % 9th 0 % 11th 0 %	7th 4 % 9th 0 % 11th 0 %
The percentage of students that feel very safe at school will increase biennially by:	5th 55 % 7th 20 % 9th 0 % 11th 0 %	5th 57 % 7th 20 % 9th 0 % 11th 0 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th 27 % 9th 0 % 11th 0 %	7th 27 % 9th 0 % 11th 0 %

Truancy Performance Indicator	Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by N/A % from the current LEA rate shown here.		

NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.

N/A %

N/A %

Protective Factors and Performance Measures from the California Healthy Kids Survey	Most Recent Date: 12/1/2007		Biennial Goal (Performance Indicator)	
	Baseline Data			
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th	N/A %	5th	N/A %
	7th	N/A %	7th	N/A %
	9th	N/A %	9th	N/A %
	11th	N/A %	11th	N/A %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th	N/A %	5th	N/A %
	7th	N/A %	7th	N/A %
	9th	N/A %	9th	N/A %
	11th	N/A %	11th	N/A %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th	N/A %	5th	N/A %
	7th	N/A %	7th	N/A %
	9th	N/A %	9th	N/A %
	11th	N/A %	11th	N/A %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th	N/A %	5th	N/A %
	7th	N/A %	7th	N/A %
	9th	N/A %	9th	N/A %
	11th	N/A %	11th	N/A %

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

Performance Indicator 4.5: Other Performance Measures

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

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

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

Performance Indicator 4.6: 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.

No Science Based Programs

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

Performance Indicator 4.7: Research-based Activities (4115(a)(1)(C))

(Summarize information from district-operated programs and approved school-level plans)

	Activities	Program ATODV Focus	Target Grade Levels
<input type="checkbox"/>	After School Programs		
<input type="checkbox"/>	Conflict Mediation/Resolution		
<input type="checkbox"/>	Early Intervention and Counseling		
<input type="checkbox"/>	Environmental Strategies		
<input type="checkbox"/>	Family and Community Collaboration		
<input type="checkbox"/>	Media Literacy and Advocacy		
<input type="checkbox"/>	Mentoring		
<input type="checkbox"/>	Peer-Helping and Peer Leaders		
<input type="checkbox"/>	Positive Alternatives		
<input type="checkbox"/>	School Policies		
<input type="checkbox"/>	Service-Learning/Community Service		
<input type="checkbox"/>	Student Assistance Programs		
<input type="checkbox"/>	Tobacco-Use Cessation		
<input type="checkbox"/>	Youth Development		
<input type="checkbox"/>	Caring Schools Caring Classrooms		
<input type="checkbox"/>	Other Activities		

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

Performance Indicator 4.8: 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 through 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.

No Promising or Favorable Programs

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

learning.

Performance Indicator 4.9: 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.

Yes, the LEA will submit an application for waiver to adopt promising or favorable programs not found in Appendix E.

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

Performance Indicator 4.10: 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 SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

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

Performance Indicator 4.11: Evaluation and Continuous Improvement (4115(a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD'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.

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

Performance Indicator 4.12: Use of Results and Public Reporting (4115(a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

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

Performance Indicator 4.13: Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

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

Performance Indicator 4.14: 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.

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

Performance Indicator 4.15: 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.

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

Performance Indicator 4.16: TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

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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.

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

Performance Indicator 4.17: TUPE Funded Positions (Health & Safety Code 104420(b)(3))

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

No TUPE Funded Positions

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

Performance Indicator 5.1: Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the SSD'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 SSD's efforts to ensure that all students have equal access to advanced placement (AP) opportunities. **This page does not apply to districts with no secondary students.**

Performance Indicator	Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.1 (High School Graduates)					
5.2 (Dropouts)					
5.3 (Advanced Placement)					

Additional Mandatory Title I Descriptions

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

Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:

- Number of children in families receiving assistance under the CalWorks program;
- Number of children eligible for Free/Reduced Price Lunch programs;
- Number of children ages 5-17 in poverty counted by the most recent census data;
- Number of children eligible to receive medical assistance under the Medicaid program;
- Or a composite of the above.

The low-income measure used to identify schools eligible for Title I funding will be based on the number of students eligible for Free/Reduced Price Lunch programs.

Describe how the low-income measure described above is used to rank and select schools to receive Title I funds

- All schools with a 75% or above poverty level are funded
- All other schools are funded by poverty ranking district wide or by grade span.

The average percentage of students eligible for Free/Reduced Price Lunch in the Galt Joint Union Elementary School District (GJUESD) schools is 55.1%. Schools will be ranked according to the percentage of enrollment eligible for Free/Reduced Price Lunch. All schools ranked above the district average shall be funded.

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

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 LEA will provide technical assistance to assist SWP schools develop/revise the Single Plan for Student Achievement (SPSA) based on results from a comprehensive needs assessment to include student achievement data on state and local assessments, formal and informal surveys, and ongoing feedback from parents, School Site Council, English Learner Advisory Committee, parent/teacher clubs and organizations, and community agencies. The LEA will assist site administration in monitoring classroom instruction to ensure that pedagogies are based on scientifically-based research and proven to meet the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. The LEA's hiring practices ensure that all teachers are NCLB compliant. Title II expenditures for professional development will be monitored in order to ensure that staff development is research-based and serves the needs of the professional learning community including teachers, administrators, paraprofessionals, pupil service personnel, parents, and other staff as appropriate. The District Advisory Committee (DAC) will be responsible for monitoring this LEA Plan in order to ensure that parents are actively engaged and involved at the LEA and site

levels through the DAC, District English Learner Advisory Committee (DELAC), School Site Councils (SSC), English Learner Advisory Committee (ELAC), ad hoc committees, and parent/teacher/student groups that may be unique at each site. First Five funds will be utilized in order to enhance the development of the preschool program in order for students to make seamless transitions to the elementary school program. Categorical funds will be used appropriately to provide timely services for students who experience difficulty mastering state standards.

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

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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.

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

- Identify children who are failing or most at risk of failing to meet the state academic content standards.
- Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.
- Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.
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The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.

The board policies and administrative regulations comply with the McKinney-Vento Homeless Assistance Act and supports the schools in meeting the needs of homeless students. An Outreach Consultant has been appointed to serve as the district liaison for homeless youth. The district provides transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

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.

Students who enter institutions for neglected and delinquent youth are entitled to the same programs and services they received from the district as appropriate. An Outreach Consultant acts in the capacity of liaison for these students.

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

If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:

- Assistance in developing, revising, and implementing the school plan.
- Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.
- Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.
- Assistance in analyzing and revising the school budget so the school's resources are used effectively.

Fairsite Elementary School is in Year 4 of PI. The LEA will continue to provide technical assistance to the school in revising the Single Plan for Student Achievement utilizing a comprehensive needs assessment including the analysis of data from state and local assessments and survey instruments administered to students, parents and staff to drive the planned improvements. This will ensure that budget resources are used effectively and within categorical budget regulations. The school made AYP this past year. Implementation of sound research-based practice and continued refinement of these practices along with continued technical assistance will lead the school out of PI status.

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."

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.

Prior to the beginning of the school year parents are notified of the school's PI status in writing. The letter informs parents of the right to transfer their children to other schools in the district not in PI. Shortly after the school year commences families are informed in writing of the right to receive supplemental educational services (SES).

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

Families who exercise school of choice (SOC) rights are provided with applications for SOC. They may select any other elementary school in the LEA. Buses pick students up at Fairsite elementary school and drop students off at the SOC school. Students return to Fairsite at the end of the school day. Families electing to obtain SES are provided with applications for SES. The application does inform families that priority to receive SES is given to those students who are eligible to receive free/reduced lunch.

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."

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

The LEA uses EdJoin as the primary media for vacancy announcements and accepting applications for hiring teachers, principals, and other staff. Requirements for all positions posted include NCLB requirements as appropriate. Applications are pre-screened for eligibility requirements before candidates are considered for interview. Title II resources are prioritized and used as appropriate for staff development of new adoptions and research-based professional development as data indicates as staff need.

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.

Establishment of the DAC was a large step and a key strategy to involve parents as key partners with education professionals working together to *raise the bar for all children and close the achievement gap*. The DAC serves to provide articulated direction to SSCs, ELACs, and other ad hoc groups and committees involved in meaningful governance and advisory at every level - district and site. Family/School compacts are requirements at Title I schools. Title I set asides for parental involvement are utilized to provide childcare services so parents can be engaged in meaningful involvement as their children are cared for. Parent education is provided for by the use of Community Based English Tutoring (CBET) so parents of EL students can acquire a language base that will allow them increased access to avenues of involvement including assisting their children with home/school work.

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.

Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- Even Start
- Head Start
- Reading First
- Early Reading First
- Other preschool programs
- 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.

Assurances

To assure the SSD'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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill 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 SSD 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. Develop and implement 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 the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary 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 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through 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 the school to determine whether it is 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. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. 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.
31. 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.
32. 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 SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

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

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD Plan.
39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD 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 SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, 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 SSD 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 SSD has a plan for keeping the school 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 SSD 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 SSD 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, teachers and administrative personnel, 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 SSD.
53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The SSD 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 SSD 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 SSD 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 SSD 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 SSD assures that a minimum of 95 percent 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.

Attested:

Karen Schauer _____
Print Name of Superintendent

Signature of Superintendent

Date