7-8No Child Left Behind Act of 2001

TULARE JOINT UNION HIGH SCHOOL DISTRICT
LOCAL EDUCATIONAL AGENCY PLAN

Part I: LEA Plan Information: Complete for LEA submitting LEA plan.

Name of Local Educational Agency (LEA): **Tulare Joint Union High School District**

County/District Code: **54-72249**

Dates of Plan Duration: **July 1, 2013 to June 30, 2018**

Date of local governing board approval:

District Superintendent: Sarah Koligian, Ed.D

Address: 426 N. Blackstone

City: Tulare   Zip code: 93274

Phone: (559) 688-2021   Fax: (559) 687-7317

Part II: Signatures (Signatures must be original. Use blue ink.)

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

Sarah Koligian, Ed. D

| Printed or typed name of superintendent | date | signature of superintendent |

Cathy Mederos

| Printed or typed name of board president | date | signature of board president |

SECTION II – Local Educational Agency Plan

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INTRODUCTION

The *No Child Left Behind Act of 2001* represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped children in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 "Great Society" legislation that desegregated America's schools and authorized the first significant federal aid for K-12 legislation.

When President George W. Bush signed the bill into law as P.L. 107-110 on Jan. 8, 2002, he broke ground in several ways. First, in a revolutionary move, the federal government has set minimum qualifications for teacher in *all* the nation's public schools – whether or not the schools receive federal funding.

Second, the government has now established a mandatory national deadline for *all* public school to bring *all* their children to an achievement level deemed "proficient" by the state.

Third, for the first time, the new law authorizes use of federal funds for a voucher-like program of extra tutoring for children in the most troubled Title I schools.

The Local Educational Agency (LEA) plan is the legally binding document that provides details about the LEA's implementation of *No Child Left Behind* and other related state-funded programs. The LEA plan is also aligned with *California's Consolidated State Plan for NCLB*. The State Plan was developed to reflect California's compliance with the five performance goals established for NCLB which are:

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

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

3. By 2023-2024, all students will be taught by highly qualified teachers.

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

5. All students will graduate from high school.

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TULARE JOINT UNION HIGH SCHOOL DISTRICT
LEA PLANNING COMMITTEE

NAME	REPRESENTS
1. Antonio Rodriguez	Assistant Superintendent - Curriculum
2. Marie Pinto	Director of State & Federal projects & Assessment
3. Jose Franco	EL program coordinator
4. Vivian Hamilton	Business Manager
5. Isidro Carrasco	Principal –Mission Oak High School
6. Michelle Nunley	Principal –Tulare Union High School
7. Lucy VanScyoc	Principal – Tulare Western High School
8. Tabby Canby	ELA literacy coach – Tulare Union
9. Tonya Marquez	ELA literacy coach – Tulare Western
10. Scott Pierce	ELA literacy coach – Mission Oak
11. Zilda Hilliard	Teacher – Mission Oak - ELD
12. Laura Quezada	Teacher – Tulare Western – ELD/English
11. Tina Setser	Teacher – Mission Oak - Math
12. Patrick Hamilton	Teacher- Tulare Union - Math
13. Steve Usher	Teacher – Mission Oak - English
14. Krishna Adams	Teacher – Tulare Western -Math
15. Jayson Hamilton	Teacher – Tulare Western - Math
16. Maricela Escobedo	Parent- Migrant
17. Maria Arroyo	Parent - ELAC
17. Donny Trimm	Director of Technology

Meetings held to update the LEA Plan :

Date :   2/12/2014

Date :   2/27/2014   ELA morning

Date :   2/27/2014_ELD afternoon

Date :   5/28/15

The LEA Plan was approved by the Tulare Joint Union High School District Board of Trustees

on   6/18/15   Updated .

PLANNING CHECKLIST
for LEA Plan Development

	LEA Plan Comprehensive Planning Process Steps
√	1. Obtain input from councils, committees, and community members.
√	2. Include the LEA's vision/mission statement, description/profile, and revised accountability report card.
√	3. Analyze all assessments and current educational practices used to establish benchmarks to raise academic performance for all students. Incorporate information from site level plans into a cohesive LEA plan that is representative of the needs and strengths of site and LEA levels.
√	4. Analyze LEA performance as compared to statewide performance targets derived from group performance data and scientifically-based practices with indicators that are measurable, have a timeline, and identify participants.
√	5. Review all available resources from federal, state, and local levels.
√	6. Select specific improvements for identified participants stating expected performance gains and means of evaluating gains made.
√	7. Obtain local governing board approval of the LEA plan.
√	8. Establish a timely but specific monitoring process for the implementation of the LEA plan.
√	9. Evaluate the effectiveness of planned improvements of LEA plan implementation.
√	10. Modify and update the LEA plan annually.

Federal and State Programs Checklist

Check (√) all applicable programs operated by the LEA. Any program not listed here should be noted in the "other" category.

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2014-2015

Please complete the following table with information for your district.

Programs	2013-2014 District Carryovers	2014-2015 District Entitlements	2014-2015 Direct Services to Students at School Sites ($)	2014-2015 Direct Services to Students at School Sites (%)
Title I, Part A	$20,741	$1,705,103	$1,278,827	75%
Title II Part A, Subpart 2, Improving Teacher Quality	$0	$182,042	$72,817	40%
Title III, Limited English Proficient	$50,012	$71,732	$46,626	65%
IDEA, Special Education	$0	$622,786	$560,507	90%
Other (describe) Migrant Education	$0	$340,270	$255,203	75%
TOTAL	$70,753	$2,921,933	$2,213,980	75.8%

DISTRICT BUDGET FOR STATE PROGRAMS – 2014-2015

Please complete the following table with information for your district.

Categories	2012-2013 District Carryovers	2013-2014 District Entitlements	2013-14 Direct Services to Students at School Sites ($)	2013-2014 Direct Services to Students at School Sites (%)
LCAP		$7,717.072	$7,717.072	100%
TOTAL		$7,717.072	$7,717.072	100%

I. District Profile

a. Tulare Joint Union High School District Vision and Profile

The Tulare Joint Union High School District is located in the San Joaquin Valley of Central California in the community of Tulare, population 56,000. The district is comprised of three comprehensive high schools, Tulare Union High School, Tulare Western High School and Mission Oak High School; four alternative schools, Tech Prep High School, Sierra Vista High School, Valley High School, and Countryside High School; and one adult school, Tulare Adult School. The district serves 5,330 students in grades nine through twelve, and around 850 students are enrolled by the Tulare Adult School. In addition to serving the community of Tulare, Tulare Joint Union High School District serves the rural communities of Tipton, Pixley and Waukena. Nine public elementary school districts and two parochial schools feed into the district. The district is rich in its history and traditions, having opened in 1890, and is recognized for its strong academic and extracurricular programs, excellent student relationships and good faculty morale.

The economy of the community is based on agriculture and light industry. Unfortunately, the educational and economic levels in Tulare County lag far behind other parts of California and the nation. Of 216 U.S. counties with populations greater than 250,000, Tulare County has the sixth highest poverty rate with about one-quarter of the residents living below the poverty line. The median annual household income in Tulare County is $43,803 and the unemployment rate is 15.7%. According to the 2013 Academic Performance Index Growth Report produced by the California Department of Education, the Average Parent Education Level for the Tulare Joint Union High School District was 2.33 (the average of all responses where one represents "not a high school graduate" and five represents "graduate school").

The Tulare Joint Union High School District has been operating under fortunate times by experiencing growth, improving academic performance as measured by the state standardized test, and maintaining a very supportive community. All of these factors have attributed to the success of the district.

A school board, consisting of five elected community members, serves as the operating body for the district. The Tulare Joint Union High School District has one Superintendent who reports directly to the school board. She is in her fourth year of her superintendence. Serving below the Superintendent are an Assistant Superintendent for Human Resources, an Assistant Superintendent for Curriculum, and a Director of State and Federal Programs and Assessments. The Assistant Superintendent for Human Resources is responsible for Personnel, Budget and Finance, Maintenance and Operations, and Transportation issues. This includes supervising a Business Manager, a Director of Facilities, and a Director of Transportation. The Assistant Superintendent for Curriculum oversees Curriculum, Technology and Staff Development matters. The Director of State and Federal Programs is responsible for the budget of all State and Federal programs and is the Assessment coordinator for the district. The Site Principals and the Directors of Special Education and Adult Education are also responsible to the Superintendent. At the school sites, the principals oversee their assistant principals, counselors, athletic directors, ASB directors, department heads, teachers, health aides, and secretarial staff.

Tulare Joint Union High School District Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	3.5%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.1%
Hispanic or Latino	72.7%
Pacific Islander	0.0%
White not Hispanic	20.7%
Multiple or no response	0.0%
Graduation Rate (2013-2014)	85.2%
Dropout Rate (2013-2014)	14.5%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	4,022
Number of Students Excused from Testing 2012	5
Number of Students Tested 2012	3,879
Percentage of enrolled students tested	96.4%
Participants in Free or Reduced Price Lunch	70.0%
English Language Learners	14%
Multi-track year-round school	NO

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Tulare Union High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	4.0%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.1%
Hispanic or Latino	69.5%
Pacific Islander	0.0%
White not Hispanic	22.9%
Multiple or no response	0.0%
Graduation rate (2013-2014)	87.7%
Dropout rate (2013-2014)	12.0%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	1338
Number of Students Excused from Testing 2012	0
Number of Students Tested 2012	1286
Percentage of enrolled students tested	96.0%
Participants in Free or Reduced Price Lunch	70.0%
English Language Learners	9.0%
Multi-track year-round school ?	NO

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Tulare Western High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	3.5%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.00%
Hispanic or Latino	75.3%
Pacific Islander	0.0%
White not Hispanic	17.7%
Multiple or no response	0.0%
Graduation Rate (2013-2014)	89.0%
Dropout Rate (2013-2014)	10.5%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	1265
Number of Students Excused from Testing 2012	0
Number of Students Tested 2012	1244
Percentage of enrolled students tested	98.3%
Participants in Free or Reduced Price Lunch	74.0%
English Language Learners	16.0%
Multi-track year-round school ?	NO

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Mission Oak High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	2.1%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.0%
Hispanic or Latino	73.9%
Pacific Islander	0.0%
White not Hispanic	22.9%
Multiple or no response	0.0%
Graduation Rate (2013-2014)	90.3%
Dropout Rate (2013-2014)	9.7%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	1166
Number of Students Excused from Testing 2012	4
Number of Students Tested 2012	1143
Percentage of enrolled students tested	98.0%
Participants in Free or Reduced Price Lunch	65.0%
English Language Learners	15.0%
Multi-track year-round school ?	NO

**The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

Tulare Tech Prep High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	9.2%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	77.6%
Pacific Islander	0.0%
White not Hispanic	13.2%
Multiple or no response	0.0%
Graduation Rate (2013-2014)	43.2%
Dropout Rate (2013-2014)	56.8%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	70
Number of Students Excused from Testing 2012	0
Number of Students Tested 2012	59
Percentage of enrolled students tested	84.3%
Participants in Free or Reduced Price Lunch	89.0%
English Language Learners	21.0%
Multi-track year-round school ?	NO

**The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

Sierra Vista High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	2.0%
American Indian or Alaska Native	1.3%
Asian	0.7%
Filipino	0.0%
Hispanic or Latino	67.0%
Pacific Islander	0.0%
White not Hispanic	27.0%
Multiple or no response	2.0%
Graduation Rate (203-2014)	44.8%
Dropout Rate (2013-2014)	55.2%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	120
Number of Students Excused from Testing 2012	1
Number of Students Tested 2012	85
Percentage of enrolled students tested	70.8%
Participants in Free or Reduced Price Lunch	82.0%
English Language Learners	21.0%
Multi-track year-round school ?	NO

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Countryside High School Demographic Characteristics

Data listed below are from the October 2014 CBEDS data collection, STAR testing, the STAR Apportionment Information Report, DataQuest, EdData and district records.

Ethnic/Racial	
African American not Hispanic	0.0%
American Indian or Alaska Native	6.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	63.6%
Pacific Islander	0.0%
White not Hispanic	30.3%
Multiple or no response	0.0%
Graduation Rate (2013-2014)	70%
Dropout Rate (2013-2014)	30%
STAR Testing Spring, 2012	
Enrollment grades 9-11 on first day of testing 2012	29
Number of Students Excused from Testing 2012	0
Number of Students Tested 2012	29
Percentage of enrolled students tested	100%
Participants in Free or Reduced Price Lunch	79.0%
English Language Learners	14.0%
Multi-track year-round school ?	NO

Student Performance Data

CST data for ELA- Proficient or Above :

2013

ELA	Advanced or Proficient
County	47.0%
TJUHSD	53.0%
Tulare Union	59.0%
Tulare Western	53.0%
Mission Oak	53.0%
Tech Prep	13.0%
Sierra Vista	23.0%

2012

ELA	Advanced or Proficient
County	44.0%
TJUHSD	54.0%
Tulare Union	54.0%
Tulare Western	53.0%
Mission Oak	47.0%
Tech Prep	7.0%
Sierra Vista	21.0%

2011

ELA	Advanced or Proficient
County	42.0%
TJUHSD	56.0%
Tulare Union	55.0%
Tulare Western	50.0%
Mission Oak	44.0%
Tech Prep	20.0%
Sierra Vista	18.0%

2010

ELA	Advanced or Proficient
County	40.0%
TJUHSD	52.0%
Tulare Union	53.0%
Tulare Western	44.0%
Mission Oak	42.0%
Tech Prep	11.0%
Sierra Vista	25.0%

CST data for overall in Math – Proficient or above :

2013

Math	Advanced or Proficient
County	22.3%
TJUHSD	20.0%
Tulare Union	26.0%
Tulare Western	18.0%
Mission Oak	18.0%
Tech Prep	0.0%
Sierra Vista	0.0%

2012

Math	Advanced or Proficient
County	21.0%
TJUHSD	30.0%
Tulare Union	38.0%
Tulare Western	25.0%
Mission Oak	29.0%
Tech Prep	4.0%
Sierra Vista	6.0%

2011

Math	Advanced or Proficient
County	22.0%
TJUHSD	35.0%
Tulare Union	20.0%
Tulare Western	32.0%
Mission Oak	36.0%
Tech Prep	6.0%
Sierra Vista	18.0%

2010

Math	Advanced or Proficient
County	20%
TJUHSD	33.0%
Tulare Union	34.0%
Tulare Western	32.0%
Mission Oak	36.0%
Tech Prep	4.0%
Sierra Vista	17.0%

CAHSEE
PERCENT PASSING :

English Language Arts - Percent passed							
School Name	2014	2013	2012	2011	2010	2009	2008
DISTRICT	**80.0%**	**81.0%**	**81.94**	**80.0**	**75.0**	**74.0**	**74.0**
Tulare Union High School	83%	81.0%	86.18	83.0	78.0	77.0	79.0
Tulare Western High School	83.0%	85.0%	81.0	83.0	76.0	76.0	75.0
Mission Oak High School	80.0%	83.0%	83.67	79.0	78.0	78.0	n/a
Sierra Vista	39.0%	29.0%	50.0	46.0	32.0	37.0	58.0
Countryside Community Day	n/a	n/a	37.5	67.0	n/a	n/a	n/a
Tech Prep	25.0%	58.0%	n/a	n/a	n/a	n/a	n/a

Mathematics - Percent Passed							
School Name	2014	2013	2012	2011	2010	2009	2008
DISTRICT	**82.0%**	**83.0%**	**86.2%**	**82.0**	**78.0**	**78.0**	**77.0**
Tulare Union High School	82.0%	84.0%	90.1	81.0	80.0	80.0	78.0
Tulare Western High School	87.0%	86.0%	86.0	85.0	79.0	79.0	79.0
Mission Oak High School	86.0%	85.0%	86.5	86.0	81.0	85.0	n/a
Sierra Vista	44.0%	38.0%	54.6	47.0	38.0	32.0	67.0
Countryside Community Day	n/a	n/a	62.5	68.0	n/a	n/a	15.0
Tech Prep	35.0%	56.0%	n/a	n/a	n/a	n/a	n/a

CAHSEE
PERCENT PROFICIENT :

English Language Arts - Percent Proficient							
School Name	2014	2013	2012	2011	2010	2009	2008
DISTRICT	**62.0%**	**50.0%**	**51.3**	**54.1**	**44.6**	**41.4**	**44.6**
Tulare Union High School	50.8%	52.5%	55.1	57.0	50.1	47.6	47.4
Tulare Western High School	46.7%	53.7%	52.0	56.6	46.2	39.7	45.9
Mission Oak High School	50.1%	48.8%	51.0	52.5	41.1	42.6	n/a
Sierra Vista	12.5%	0.0%	16.7	18.2	12.5	27.8	n/a
Countryside Community Day	N/A	N/A	12.5	22.2	n/a	n/a	n/a
Tech Prep	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics - Percent Proficient							
School Name	2014	2013	2012	2011	2010	2009	2008
DISTRICT	**47.7%**	**58.0%**	**59.9**	**56.8**	**50.0**	**48.9**	**49.0**
Tulare Union High School	63.8%	58.3%	62.63	55.7	52.9	55.4	52.0
Tulare Western High School	61.3%	61.9%	60.3	62.4	51.3	48.3	51.2
Mission Oak High School	66.9%	62.3%	61.8	59.2	51.5	52.4	n/a
Sierra Vista	11.8%	0.0%	13.6	5.6	18.8	4.5	n/a
Countryside Community Day	N/A	N/A	37.5	11.1	n/a	n/a	n/a
Tech Prep	N/A	N/A	N/A	N/A	N/A	N/A	N/A

c. Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

If an activity is checked "No", indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

Statewide Standards

_√_ Yes __No   a.   The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

_√_ Yes __No   a.   All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.

_√_ Yes __No   b.   The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

_√_ Yes __No   c.   The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

Statewide Accountability

_√_ Yes __No   a.   All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

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

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

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

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

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

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

Local Standards-based Assessments
_√_ Yes __No   a.   There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.

_√_ Yes __No   b.   Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.

_√_ Yes __No   c.   There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.

_√_ Yes __No   d.   Student achievement information is used to revise instruction and programs.

_√_ Yes __No   e.   Local assessments are used to determine appropriate student services and instruction.

Local Accountability
_√_ Yes __No   a.   The district will use the results of the student standards-based assessments to review annually the progress of each shoool.

_√_ Yes __No   b.   The district has a system in place for providing assistance to Program Improvement schools to improve student achievement.

_√_ Yes __No   c.   The district provides the required public school choice and supplemental services in Program Improvement schools.

_√_ Yes __No   d.   The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Local Measures of Student Performance

Teachers for each subject met to develop California Content Standards-based tests to be administered at the end of each six week grading period throughout the school year. Each academic discipline developed the level of performance considered to be passing. Benchmark testing has been developed in all other departments in the comprehensive schools and at alternative sites.

3. Coordination and Integration of Federal and State Educational Programs

   Program Coordination and Integration
   _√_ Yes __No   a.   All programs and program funds identified as being coordinated by the LEA Plan (See pages 4-5) are integrated into a cohesive instructional program, including support services, that ensures that all students will meet the challenging academic content and performance standards.

4. LEA Academic Assessment Plan
   The LEA has an academic assessment plan, which includes both state assessments and local assessments, to monitor student progress toward meeting state academic standards. The assessment plan includes components a through d.

   _√_ Yes __No   a.   Early screening for students at-risk for reading failure.

   _√_ Yes __No   b.   Identification process for children most in need of services.

   _√_ Yes __No   c.   Process for providing additional educational assistance to help students assessed as needing help in meeting the state academic standards.

_√_ Yes __No   d. Description of how services will be coordinated and integrated at the LEA and school level to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

d. Professional Development and Hiring – Needs Assessment

Staffing Patterns for Programs Serving EL Students
Complete the following table to report staffing patterns and determine needs. Indicate the number of authorized teachers or teachers in training providing the following types of instruction: English language development (ELD), Specially Designed Academic Instruction in English (SDAIE), or primary language instruction. Do not duplicate counts.

STAFFING ANALYSIS	ELD teachers	SDAIE teachers	ELD and SDAIE teachers	Primary Language teachers
Need (demand)	6	222	0	0
Supply authorized in training	6	222	0	0
Difference (Note + or -)	0	0	0	0

NEEDS	STRENGTHS
- We need additional support to meet the testing requirements - Continue to provide opportunities for teachers to take SDAIE training - Continue to develop ELD units aligned to the new ELD common core standards.	- We have enough staff currently to meet our needs - Site staff is dedicated to the needs of ELD students - The LEA has provided extensive Professional development in EL instructional strategies, and the new ELD common core standards - The District provides ELD support classes at each site

Summary of results: We realize that we will need to continue to encourage staff to participate in training. The district has provided extensive professional development to all ELD teachers to keep them up to date on the latest instructional strategies, and ELD common core state standards to continue to have highly qualified teachers. The ELD teachers will be developing units that will be aligned to the common core standards along with Performance tasks in the ELD program. In addition the ELD teachers will be trained in using AVID strategies.   Professional development will also be provided to the social studies and math teachers in strategies to increase oral communication among the ELD students. The Science teachers will be provided professional development on the New Generation Science Standards.

Professional Development Plan Checklist

High Quality Professional Development Characteristics	Yes	No
a. Professional development plan is 3-5 years in scope.	√	
b. Professional development activities are aligned with student learning needs	√	
c. Professional development activities are aligned with California Content Standards, Frameworks, California Standards for the Teaching Profession, and/or California Standards for Instructional Leaders	√	
d. Professional development activities are funded with local, state, and federal dollars	√	
e. For identified Program Improvement schools, at least 10% of Title II funds are used for high quality professional development activities for teachers, administrators, paraprofessionals and parents	√	
f. Professional development needs and goals are determined by analyzing student assessment data	√	
g. Professional development activities are on-going, using proven, research- based adult learning pedagogy, with opportunities for follow-up and coaching provided. One-time, general interest or awareness-type of workshops are rarely used.	√	
h. Most of the professional development activities are job-embedded, making use of professional development buy-back days, grade-level meetings, staff meetings, peer observation, self-reflection, and group study. Collaboration and collegiality are evident. Group analysis of student work occurs many times throughout the year.	√	
i. District, school, department, teacher and student achievement goals are in alignment.	√	
j. Evaluation of professional development activities is planned as the professional development program is being developed, and includes evaluation before, during and after the training is completed.	√	

k. Professional development plans include strategies to ensure that 100% of teachers and paraprofessionals are highly-qualified by 2017-2018.	√	
l. Evidence of professional development in the use of technology to deliver standards-based instruction.	√	
m. Teachers, administrators and paraprofessionals actively participate in planning, providing and evaluating the professional development program.	√	
n. Teachers have individual professional growth plans that are designed to help them grow as professionals, building expertise in the subjects they teach. The California Standards for the Teaching Profession are used to identify strengths and areas for growth.	√	
o. New teachers and administrators receive on-going assistance and coaching from a mentor.	√	
p. Professional development activities include strategies to help teachers address the learning needs of special population, English Language Learners, and multicultural issues.	√	
q. Professional development activities are designed to build teacher capacity to use state-adopted instructional materials to deliver standards-based instruction.	√	
r. Site and district administrators attend professional development activities with teachers in order to provide support and adequate resources for full implementation.	√	
s. Professional development activities are clear statements of purpose and clear goals.	√	
t. Administrators provide adequate time and resources for teachers to work together to examine student work, collaborate on instructional issues, and to complete professional development activities.	√	

Summary of results:

Tulare Joint Union High School District is committed to provide extensive professional development to prepare the teachers for the common core standards. All professional development being provided is designed to help teachers develop new common core curriculum, develop instructional strategies that develop high order thinking, and to support the full implementation of the common core standards.

II. Performance Goals

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

A minimum percentage of students at each school must perform at or above the "proficient" level each year in reading-language arts and math. The minimum percentage of students who are required to meet or exceed the proficient level each year applies separately to each subgroup, as well. To be considered significant, a subgroup must include at least 50 students and comprise 15% of the school population, or 100 students.

Performance Indicators 1.1 and 1.2 – English Language Arts and Math

The percentage of students performing at and above the proficient level, on the California Standards Test (CST) for reading and math.

	English Language Arts 2012-2013		Math 2012-2013	
Statewide Performance Target				
Categories	#	%	# tested	%
All students	1778	48.0%	863	24.9%
All Males	799	45.9%	428	24.3%
All Females	928	53.4%	416	23.7%
All Grade 9	756	57.0%	239	18.8%
All Grade 10	555	45.0%	158	13.2%
All Grade 11	466	40.0%	95	8.8%
*Hispanic	1087	43.0%	523	52.9%
*White	555	62.0%	309	67.0%
*Special Education	5	3.0%	80	15.0%
Migrant	123	41.0%	30	11.1%
*English Learners	76	13.0%	300	36.7%
*Economically disadvantaged	998	41.0%	808	51.6%

Performance Indicators	#	%
1.3. Adequate Yearly Progress Schools in District	7	100%
Title I schools	3	100%
Title I PI schools	3	100%
Title I PI schools exiting	0	0%

Planned Improvement in Student Performance in Reading

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and math by 2017-2018.

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **Alignment of instruction with content standards:** **The district is taking the following steps to align instruction with content standards:** 1) All Reading/Language Arts teachers will have Common Core State Standards aligned curriculum. Current adoption is _Prentice Hall_ for all district English 1 and English 2 courses. (DAIT recommendation # 5) 2) Teacher recruitment, hiring, evaluation and tenure decisions focus on the Common Core State Standards. 3) Benchmarks stress mastery of Common Core State Standards-based content. 4) All new teachers participate in BTSA, which focuses on standards. 5) Academic Literacy Coaches provide support for all sites to support teachers in all content areas in teaching the Common Core Literacy standards. (DAIT recommendation # 3) 6) The district will be selecting and implementing a Common Core State Standards aligned curriculum in English Language Arts by the fall of 2016. 7) Teachers will be given time to meet and collaborate to develop Common Core State Standards. 8) The district will continue to utilize a state adopted Intervention curriculum in English Language Arts.	1) Principals 2)Assistant Superintendent Personnel 3)Principals 4)Teachers 5)Assistant Superintendent-Curriculum 6) District Administration, site administration English Department chairs 7) District/site administrators 8) District/site administrators	August 2015-ongoing August 2015 Ongoing August 2015 August 2015 August 2015 6) August 2016 7)August 2015-ongoing 8) August 2015	1) No new funds 2) No new funds 3) No new funds 4) Sub Pay 5) Academic Literacy Coaches salary and benefits 6) textbooks 7) Substitutes 8) No new funds	1) $0 2) $0 3) $0 4) $135/day 5) $98,400 6)$45,000 7) $5,000 8) $0	. 1) N/A 2) N/A 3) N/A 4) General funds 5) Title I/ General funds 6) Title I, General funds 7) CC Prof Development funds 8) N/A

Description of Specific Actions to Improve Education Practice in **Reading**	**Person(s) responsible for Implementation**	**Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
2. **Use of standards-aligned instructional materials and strategies:**					
1) Develop a system for monitoring the daily use of Common Core State Standards aligned and/or SBE adopted textbooks and materials in all English Language Art classes. (DAIT recommendation #5)	1) Principals	**August 2015**	1) Duplicating costs	1) $1,000	1) Title I
2) DOK charts will be posted in every classroom	2) Teachers	**August 2015**	2) Printing	2) $500	2) Title 1, Gen Funds
3) Teachers will regularly examine student work samples at department meetings, to ensure that students are mastering grade level standards.	3) Teachers	**August 2015 ongoing**	3) No extra costs	3) N/A	3) N/A
4) Teacher lesson plans will make explicit reference to the standards being taught.	4) Teachers/site administrators	**August 2015 ongoing**	4) Duplicating costs	4) $500	4) Gen Funds
5) Essential Learnings are sent home for all students and parents to review, understand, and sign.	5) Teachers	**August 20145ongoing**	5) Duplicating costs, mailing costs	5) $500-$1,000	5) General funds
6) Ensure that students have access to textbooks and materials both at school and at home. (DAIT recommendation #5)	6) District/ teachers	**August 2015**	Cost of extra instructional materials	$40,000	6) Gen funds
7) Align Intervention Curriculum with mainstream curriculum to ensure smoother transition	7) Teachers	**August 2015**	Substitutes for release time	$1000	7) Title I, CC Professional Development

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
3. **Extended learning time:**					
1) **The schools offer double periods of Intervention classes for students who are reading below grade level.**	1) Reading Specialists	**August 2015**	1) Reading Specialist's salary and benefits	1) $193,700	1) Title I
2) **Lunch tutorials, after school homework programs and after school tutorials are offered to all students to help with their literacy skills.**	2) Teachers	**August 2015**	2) Teachers' extra hours	2)$30,000	2) Title I
3) **PLATO/PASS program is offered to all Migrant/ELD students.**	3) Teachers	**August 2015 ongoing**	3) Cost of Summer PASS program	3)$15,000	3) Migrant/ Gen funds
4) **CAHSEE preparation courses are offered during the regular year to seniors who have not passed the English portion of the test.**	4) Teachers/ ongoing and during summer school	**August 2015 ongoing**	4) Cost CAHSEE Prep class	4)$90,000	4) General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: **1)** Use of video to stimulate interest in topics. **2)** Use of Accelerated Reader Programs. **3)** Computer labs in the school libraries to allow students access to reading materials. **4)** All teachers have access to student testing data (SchoolCity) and can access student data. **5)** Migrant and ELD students have access to the PLATO computerized program. **6)** The district will provide over 1400 chrome laptops to teachers to use in their curriculum. **7)** Teachers receiving the chrome laptops will be required to be trained using the SAMR model. **8)** The district has hired two tech coaches to provide curriculum technology support to all teachers and provide professional development.	**1)** Library/media center staff and teachers **2)** Library/media center staff and teachers **3)** Director of Technology **4)** Director of Technology **5)** Site administration **6)** IT director **7)** IT director **8)** Tech coaches/Assist Superintendent	**August 2015** **August 2015** **August 2015** **Ongoing** **August 2015** *August 2015* *Summer 2015* *August 2015*	**1)** none **2)** Accelerated Reader program and books **3)** Computers and Internet connections **4)** Contract **5)** PLATO licenses **6)** Chrome laptops **7)** Substitutes, teacher hourly rate **8)** Tech coaches	**1)** $0 **2)** $10,000 **3)** $50,000 **4)** $34,000 5) $40,000 6) $804,284 7) $2,000 8) $226,200	**1)** n/a 2) Gen funds 3) Title I 4) General Fund 5) Gen funds, Title 1 6) Fund 400 7) Title I 8) General Funds

Description of Specific Actions to Improve Education Practice in **Reading**	**Person(s) responsible for Implementation**	**Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
5. Staff development and professional collaboration aligned with standards-based instructional materials: **See performance Goal 3.**				.	

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
1) Each school maintains a School Advisory Committee with staff, parent and community representatives. The committee receives reports on overall student assessment results in reading, and communicates the results to the entire school community. The committee also contributes input on how to improve school reading programs.	1) Site Council members/ bi-monthly meetings	August 20145ongoing	**1) No extra cost**	**1)** $0	1)N/A
2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.	2) School principals and secretaries/ annually	August 2015	**2) School costs to mail test results**	**2)** $1,500	2)General Fund
3) Parents are invited to numerous parent involvement activities (Back to School Night, Freshman Orientation, AP Informational Night, Incoming Freshman Parent Meetings, CAHSEE Informational Night, Migrant Parent Advisory Meetings, ELACs, DELAC, Special Education Parent Orientation, AVID night, Sophomore Counseling, etc.)	3) Individual parents and teachers/ ongoing	Ongoing	**3) Mailing Costs for Invitations Contracted cost for PIQE instructors**	**3)** $2,500	3)General Fund
4) Each school offers the PIQE program, nine classes that teach parents how to be more involved in their students' education. (DAIT recommendation #4)	4) District/Site administration	Spring of each year	4) Contracted cost for PIQE instructors	4) $50,000	4) Title I
5) The district offers parent mental health support groups throughout the year.	5) Site Administration	Ongoing	5) Contract with Tulare Youth Service Bureau	5) $15,000	
5) Parents are included in the District Budget Advisory Committee and in the WASC process.	6) District/Site administration	Ongoing	6) No cost	6) N/A	5) Gen funds, PBIS grant 6) N/A

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**					
1) **9th grade Intervention classes are provided for entering freshmen that are reading below grade level.**	1) **Reading Teachers**	**August 2015**	1) **Salaries/benefits of Reading teachers**	1) **$25,000**	1) **General Fund**
2) **10th grade Intervention classes are provided for sophomores that are reading below grade level.**	2) **Reading Specialists**	**August 2015**	2) **Salaries/benefits of Reading Specialists**	2) **$72,500**	2) **General Fund**
3) **Freshman Orientation Meetings, Freshman Parent Meetings, Incoming Freshman Presentations, Back to School Night, LINK Crew Program, and Freshman Registrations are all conducted to assist both student and parents in making the transition from 8th grade to high school.**	3) **Administrators, Counselors, Teachers, and Students**	**August 20145 ongoing**	3) **Printing costs5**	3) **$2,500**	3) **General Fund**
4) **AVID partnership summer academies, Parent Institutes and Workshops, AVID Regional Workshops, AVID Summer Institute, AVID Path Training, AVID Tutor Training, Feeder school presentations, Migrant Stem Program, College Board Workshops assist students and parents in an articulated support system throughout grades 9-12.**	4) **Assistant Superintendent – Curriculum, Principals, AVID Coordinators, teachers, counselors, para-professionals, tutors and students**	**August 2015, ongoing**	4) **Registration, transportation, associated conference costs, instructional materials, substitutes or stipends, direct services**	4) **$300,000**	4) **General funds**
5) **The district will provide the Parent Link program to give parents more access to student/district information**	5) **District**	**August**	5) **Contract for Parent Link**	5) **$22,000**	5) **Title I**

Description of Specific Actions to Improve Education Practice in **Reading**	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: **1) Will continue to utilize a common District-wide entry level placement system that will include entrance exam, 7ᵗʰ grade CST's, 8ᵗʰ Grade placement tests results, and teacher recommendation.** ** (DAIT recommendation #3)**	**1) Assistant Superintendent/ Principals/ Department Chairs**	**August 2015 English and ELD – August 2015**	**1) Release time**	**1) $1,500**	**1) General funds**
2) Benchmark data, formative assessments, district writing performance task, and CST results will be used to monitor programs and drive changes in instructional practice, when needed. ** (DAIT recommendation #3)**	**2) Principals, Department Chairs, Teachers**	**August 2015**	**2) No extra cost**	**2) N/A**	**2) N/A**
3) The district will use an electronic data ** collection and reporting system to assist** ** teachers in reviewing data, analyzing for patterns of performance and modifying instruction. (DAIT recommendation #3)**	**3)Technology department/ Teachers**	**August 2015, ongoing**	**3)Data system**	**3)N/A**	**3)N/A**
4) Classroom teachers will regularly assess students' understanding of the Common Core State Standards by examining student performance on benchmark assessments, and re-teaching occurs as needed.	**4)Principals and Site Administrators/ ongoing**	**Fall of 2015**	**4)No extra cost**	**4)N/A**	**4)N/A**
5) Teachers will Implement formative assessments to monitor student progress. **(DAIT recommendation #3)**	**5) Teachers/ ongoing**	**Fall of 2015**	**5)No extra cost**	**5) N/A**	**5)N/A**
6) Develop Districtwide common assessments to monitor student progress toward meeting the standards. **(DAIT recommendation # 3)**	**6) Assistant Superintendent, Dept chairs,**	**August 2015**	**6) Release time**	**6) $5,000**	**6) Title I, Title II**
7) Professional Learning Communities will meet on an ongoing basis to discuss curriculum, assessments, and student achievement.	**7) Site administration**	**August 2015**	**7) Time for collaboration - subs**	**7) $5,000**	**7) Title I, Title II, , CC Professional Dev**

Description of Specific Actions to Improve Education Practice in Reading	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source

9.   Targeting services and programs to lowest-performing student groups:
1) The comprehensive site will continue to offer Intensive and Strategic ELA programs with a focus on EL, Special Ed, and low performing students. (DAIT recommendation # 2)
 	
2) Will continue to use criteria for selecting students that are in need of Intensive or Strategic intervention. (DAIT recommendation # 2)
 	
3) The district will develop the RTI model to address the needs of English Learners, Special Education students, and other under performing students with the goal of having a systematic framework of tiered interventions for all students.
(DAIT recommendation #2 and # 4)
 	
4) The district will continue to utilize and support SBE adopted curriculum, EDGE, needed for implementation of the Strategic and Intensive programs.
(DAIT recommendation #2 and # 5)
 	
5) Each high school will select highly-qualified staff to implement and teach the intervention courses.
(DAIT recommendation # 2)
 	
6). Will continue to monitor and evaluate the intervention programs on an ongoing basis.
(DAIT recommendation #2 and #3).
 	
7) The district will provide professional development to the Special Ed teachers in the Intervention curriculum to help students achieve the Common Core competencies.
	1) Assistant Superintendent, Principals, Department Chairs
	
	2)Principals, counselors, department chairs
	    Ongoing
	
	3)Assistant Superintendent, Principals, Special Ed Director, Department Chairs, teachers
	    Fall 2010
	
	4) Assistant Superintendent
	
	5) Assistant Superintendent –HR, Principals
	
	6) Principals
	    Fall 2009
	
	7) Assistant Superintendent, Special Ed director
		Fall 2015-ongoing
		
		August, 20145-ongoing
		
		Augus,t 2015
		
		August, 2015
		
		August, 2015
		
		August, 2015
		
		Fall, 2015
			1) Textbooks, resource materials, staffing
			
			2) Release time
			
			3) Intervention resources, staffing
			
			4) Instructional materials, coaches
			
			5) None
			
			6) substitutes
			
			7) Stipend for training, SB 472 registration fee
				1) $150,000
				
				2) $5,000
				
				3) $35,000
				
				4) $10,000
				
				5) none
				
				6) $1000
				
				7) $5,000
					1) Gen Funds, Title I,
					
					2) Title I, Title II
					
					3) Title I, Title II, Title III, General Fund, migrant
					
					4) Title I, Title III
					
					5) N/A
					
					6) Title I, Title II
					
					7) Title I, Title II, Special Ed funds

Description of Specific Actions to Improve Education Practice in Reading	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs: Expand the role of Literacy coaches to extra period and be renamed to Academic Literacy coaches.	**Assistant Superintendent**	**August 2015**	**Cost of Academic Literacy Coaches postion**	**$98,400**	**Title I, Gen funds**
AVID Students receive additional tutorial and practice in academic reading for all content areas. AVID Students receive additional monitoring of performance on tests, completion of requirements for college, and achievement as measured by grades in coursework. AVID Students and parents receive instruction in study skills, time management, organization of materials and resources, and advocacy for college enrollment.	**Assistant Superintendent – Curriculum, Principals, AVID Coordinators, teachers, counselors, paraprofessionals, tutors and students**	**August 2015**	**Registration, transportation, associated conference costs, instructional materials, substitutes or stipends, direct services**	**$30,000**	**Title I**
The district has implemented reading across the curriculum in all content areas.	**Academic Literacy Coaches**	**August 2015**	**Supplementary materials for all teachers, copies**	**$25,000**	**Title I, Gen funds**

Planned Improvement in Student Performance in Math

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and math by 2017-2018.

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: **The district is taking the following steps to align instruction with content standards:** 1) **All mathematics teachers will use SBE adopted CPM program in Algebra 1, Geometry, and Algebra 2. (DAIT recommendation #5)** 2) **All mathematics teachers will use standard-aligned materials in courses beyond Algebra 1.** 3) **All teachers will continue to align the curriculum with the Common Core State Standards. (DAIT recommendation #5)** 4) **Benchmarks stress mastery of Common Core State Standards, including performance task in Alg.2. The goal is to include performance tasks in Geometry and Alg. 2.**	1) **Assistant Superintendent, Principals, Teachers, Dept. Chairs, Ongoing** 2) Assistant Superintendent, Principals, Dept. Chairs 3) Assistant Superintendent- Personnel/ Principals Ongoing 4) **Assistant Superintendent- Curriculum/ Principals ongoing**	**Fall 2015** **Fall 2015** **August 2015 ongoing** **August 2015 ongoing**	1) **Textbook purchases** 2) Instructional materials 3) Substitutes 4) None	1) $50,000 2) $50,000 3)$5,000 4)N/A	. 1) **Title I, Title III, CC Prof Dev, Gen Funds** 2) Title I, Gen funds 3) **Title I, CC Prof Dev** 4) General Fund

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
2. **Use of standards-aligned instructional materials and strategies:**					
1) Develop a system for monitoring the daily use of standards aligned and/or SBE adopted textbooks and materials in all math classes. (DAIT recommendation #5)	1) District/Site Administration	8/15-ongoing	1) No extra costs	1) N/A	1) N/A
2) The standards for mathematical practices will be posted in every room, for students to see.	2) Teachers/ ongoing Ongoing	8/15-ongoing	2) Duplicating costs	2) $1000	2) General Fund
3) Teachers will regularly examine student work samples during PLC meetings to ensure that students are mastering grade level standards.	3) Teachers/ ongoing	8/15-ongoing	3) No extra costs	3) N/A	3) N/A
4) Teacher will use the assessment rubrics and use PLC time to calibrate rubric grading.	4) Teachers/ ongoing	8/15-ongoing	4) No extra costs	4) N/A	4) N/A
5) Essential Learnings will be developed for each course.	5) Teachers/ ongoing	8/15-ongoing	5) Subs for release time	5) $2,000	5) CC prof development
6) Ensure that students have access to textbooks and materials both at school and at home. E-books will be available for students. (DAIT recommendation #5)	6) District/ teachers	8/15-ongoing	6) Textbook costs	6) $5000-$10,000	6) General funds
7) The district has adopted new CPM Algebra 1, Geometry, and will be adopting CPM Algebra 2 in fall of 2015.	7) District Administration	August 2015	7) Textbook costs	$80,000	7) Title I, Gen funds

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: 1) The schools offer double periods of Algebra 1 for students who are below grade level. 2) Lunch tutorials or after school homework programs and after school math tutorials are offered to all students. 3) PLATO/PASS program is offered to all Migrant/ELD students. 4) CAHSEE preparation courses are offered during regular year to seniors who have not passed the Math portion of the test, including Migrant and English Learner students.	1) Math teachers / 2) Teachers/ 3) Teachers/ 4) Teachers	1) 8/15-ongoing 2) 8/15-ongoing 3) 8/15-ongoing 4) 8/15, ongoing	1) Math teacher's salary and benefits 2) Teachers' extra hours 3) Cost of PASS program 4) staffing	1) $72,500 2) $10,000 3) $15,000 4) $20,000	1) General Fund 2) General Fund 3) Migrant 4) General Fund, Migrant

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
4. **Increased access to technology:**					
1) **All teachers have access to student testing data (SchoolCity) and can access math scores.**	1) Director of Technology	8/15-ongoing	1) SchoolCity contract	1) $34,000	1) General Fund, Title I
2) **Migrant and ELD students have access to the PLATO/PASS computerized program.**	2) PASS Directors	8/15-ongoing	2) Computers and PASS software	2) $10,000	2) Migrant, gen funds
3) **All teachers have been given an IPad and Apple TV.**	3) Director of Technology	Ongoing	3) No extra costs	3) N/A	3) N/A
4) **The district will provide over 1400 chrome laptops to teachers to use in their curriculum.**	4) IT director	August 2015	4) Laptops	4) $804,284	4) Funds 400
5) **Teachers receiving the chrome laptops will be required to be trained using the SAMR model.**	5) Tech Coaches	8/15 to 6/16	5) Substitutes	5) $2,000	5) Prof. Dev
6) **The district has hired two tech coaches to provide curriculum technology support to all teachers and provide professional development.**	6) Assist Sup	Ongoing	6) Salaries	6) $226,200	6) General fund

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
5. **Staff development and professional collaboration aligned with the Common Core State Standards-based instructional materials:** 1) **New teachers participate in BTSA, with activities that focus on the use of standards-based math materials.** **See Performance Goal #3.** 2) Professional development will be given to all math teachers in instructional strategies to increase Oral communication among the ELD students. 3) PLC time will be provided for teachers.	1) New teachers & support providers/ two-year commitment 2) Assistant Superintendent-Curriculum 3) Assistant Superintendent-Curriculum	8/15-ongoing 2) 8/14-6/15 3) 8/15-ongoing	1) BTSA stipends 2) Consultant fees 3) subs	. 1) $50,000 2) $20,000 3) $2,000	1) General Fund 2)CC professional development grant 3) Professional development

Description of Specific Actions to Improve Education Practice in Math.	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 1) **Each school maintains a School Advisory Committee with staff, parent and community representatives. The committee receives reports on overall student assessment results in math, and communicates the results to the entire school community. The committee also contributes input on how to improve school math programs.** 2) **Each school will send each parent his/her student's individual assessment results from state assessments, with an explanation of how to interpret them.** 3) **Parents are invited to numerous parent involvement activities (Back to School Night, Freshman Orientation, AP Informational Night, Incoming Freshman Parent Meetings, CAHSEE Informational Night, Migrant Parent Advisory Meetings, ELACs, DELAC, Special Education Parent Orientation, AVID night, Sophomore Counseling, etc.)** 4) **Each school offers the PIQE program in English and Spanish. (DAIT recommendation #4)**	1) **Site Council members/ bi-monthly meetings** 2) **School principals and secretaries/ annually** 3) **Individual parents and teachers/ ongoing** 4) **District/Principal**	1) **8/15 - ongoing** 2) **8/15** 3) **3/15- ongoing** 4) **8/15**	1) **No extra cost** 2) **School costs to mail test results** 3) **Mailing Costs for Invitations** 4) **Contracted costs**	1) **$0** 2) **$1,500** 3) **$2,500** 4) **$50,000**	1) **N/A** 2) **General Fund** 3) **General Fund** 4) **Title I**

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**					
1) **CAHSEE courses will be provided for all seniors who have failed the Math portion of the CAHSEE.**	1) Site administration	2015, ongoing	1) Teacher Salaries	1) $90,000	1) Gen funds, Title I
2) **Success lab math classes are provided for students with poor math skills.**	2) Math Teachers/ ongoing	8/15, ongoing	2) Salaries/benefits of Math teachers	2) $75,000	2) General Fund
3) **Freshman Orientation Meetings, Freshman Parent Meetings, Incoming Freshman Presentations, LINK Crew Program, and Freshman Registrations are all conducted to assist both student and parents in making the transition from 8th grade to high school.**	3) Administrators, Counselors, Teachers, and Students/ annually	Ongoing	3) Printing costs	3) $2,500	3) General Fund
4) **Migrant and regular students who need additional support in math are able to take courses from the PLATO/PASS program.**	4) Teachers/ ongoing	8/15	4) Teacher Salaries/ benefits	4) $8,000	4) Gen funds, Title I
5) **The district will provide the Parent Link program to give parents more access to student/district information**	5)District	8/15	5) Contract for program	5) $22,000	5) Title I

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: **1) All students entering TJUHSD will be placed in Algebra 1.**	1) District ,Site Administration, Dept Chairs	8/15, ongoing	1) No additional costs	1) N/A	1) N/A
2) Testing data will be used to monitor programs and drive changes in instructional practice, when needed. **(DAIT recommendation #3)**	2)Administrators and Teachers/ ongoing	8/2015, ongoing	2)No extra cost	2)N/A	2)N/A
3) The district will use an electronic data collection and reporting system to assist teachers in reviewing data, analyzing for patterns of performance and modifying instruction. (DAIT recommendation #3)	3)Technology department, District, Teachers ongoing	8/2015	3)data system	3)$34,000	3) IMRF, Title I
4) Classroom teachers will regularly assess students' mastery of the Common Core State Standards by examining student performance on assessments/Performance tasks, and re-teaching occurs as needed.	4) Teachers ongoing	8/2015-ongoing	4) No extra cost	4) $0	4) N/A
5) Teachers will develop formative assessments to monitor student progress. **(DAIT recommendation # 3).**	5) Teachers/ site administration	8/2015	5) Extra time pay	5) $1,500	5) Title I, Title II, DAIT funds

Description of Specific Actions to Improve Education Practice in Math	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: 1) The comprehensive site will implement a double block Algebra 1 program that includes a focus on EL, Special Ed, and low performing students. (DAIT recommendation # 2) 2) Each site will have criteria for selecting students that are in a double block Algebra 1 class. (DAIT recommendation # 2) 3) The district will develop the RTI model to address the needs of English Learners, Special Education students, and other under performing students with the goal of having a systematic framework of tiered interventions for all students. (DAIT recommendation #2 and # 4) 4) The district will research and purchase SBE adopted curriculum needed for implementation of the Intensive program. (DAIT recommendation #2 and # 5) 5) The district will use the ancillary materials from the SBE adopted curriculum (CPM) in the double block Algebra 1. (DAIT recommendation #2 and #5) 6) Each high school will select highly-qualified staff to implement and teach the intervention courses. (DAIT recommendation # 2) 7). Develop a method for monitoring and evaluating the intervention programs on an ongoing basis. (DAIT recommendation #2 and #3). 8) Students who fail the Math section of CAHSEE are provided with tutoring beyond the regular school day. 9) Students not meeting the district's minimum skills requirements are provided with tutoring beyond the regular school day. 10) The district will provide a math consultant to work with the Special Education math teachers in developing essential standards, formative assessments, benchmarks, and instructional strategies.	1) Assistant Superintendent, Principals, Department Chairs 2)Principals, counselors, department chairs 3)Assistant Superintendent, Principals, Special Ed Director, Department Chairs, teachers Fall 2010 4) Assistant Superintendent, Math Dept. Chair 5) Assistant Superintendent –HR, Principals 6) Principals 7) Assistant Superintendent – Curriculum, Math Dept chairs 8) Counseling, Math Dept 9) Counseling Technician 10) Assistant Superintendent	Fall 2015 Fall 2015 Fall 2015 Fall 2015 Fall 2015 Fall 2015 Fall 2015 ongoing Fall 2015 Fall 2015 Fall 2015	1) Teacher Salaries 2)Release time 3) Intervention resources, staffing 4) Instructional materials, coaches 5) Instructional materials 6) staffing 7) release time/subs 8) None 9) Tutor Pay 10) Consultant Pay	1) $72,000 2)$15,000 3)$35,000 4)$70,000 5) $5,000 6) $45,000 7) $5,000 8) N/A 9) $ 5,000 10) $ 10,000	1)General Fund 2)General Fund 3)General Fund 4)General Fund 5) Title I, Gen funds 6) Gen fund, Title I 7) Title I 8) N/A 9) Title I, 11) Title I, CC Prof dev.

10. Any additional services tied to student academic needs: Hire a math consultant to provide ongoing instructional support, curriculum development, provide data analysis, in the area of math. (DAIT recommendation # 1 & 5).	District	8/2015	Contract fee	$30,000	Title I, Title III CC prof. dev. funds

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

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

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

Required Activities					
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	a. The district will hire a District EL coordinator to support all ELD teachers and also provide support to other content teachers. *The online credit recovery program, PLATO, will be offered to all EL students not on track to graduate b. **AMAO 1:** -Provide release time twice a year to analyze data and share learning & teaching strategies. -Team will share information with other ELA teachers & Core departments. **AMAO 2**: (less than 5 yrs) -Provide release time twice a year to analyze data and share learning/teaching strategies. -Team will share information with the other ELA teachers and Core departments. -Professional development provided to Social Studies and math teachers on increasing the use of oral language practice -Create and administer CELDT like oral fluency test in ELD support classes and Boot-camp. -Organize regularly scheduled and structured collaboration time. -Provide training on Professional Learning Communities -Use SMART Goal template to document data analysis and solutions for targeted areas of need	Assist Sup/curriculum District EL Coordinator/Site Coordinator District EL coordinator/Site coordinator Lead Team /site coordinator District Superintendent/ EL Dist. Coordinator ELD/ELA team/site admin District EL coordinator/site coordinators Assist Sup/District EL coordinator/site coordinator Site EL Coord. Dist. EL Coord.	S salary for EL District Coordinator Substitutes Substitutes none Tulare County Office of Education contract Time to planning Substitutes contracts Materials	$50,000 $1,000 $1,000 none $6,000 $1,000 $1,000 $4,000 $1000	Title III Title III Title III none Title III Title III Title III Professional development funds Title III

	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . **The effectiveness of the LEP programs will be determined by the increase in:** • English proficiency; and • Academic achievement in the core academic subjects	**2.** *Continue to use the state adopted Curriculum, EDGE, for each ELD level and is grade specific *Formative assessments and pacing guides will be used to monitor student achievement. *English Learners not making annual progress to be proficient on CELDT will receive academic tutoring after school. *Dist./site EL coordinators will monitor EL students every 6 weeks through use of progress reports, benchmark data, and teacher contact. *Re-classified students will be monitored to ensure they are being successful in mainstream classes	Assist Superintendent 2015, ongoing Site EL coordinators/ Dist. EL Coordinator Site EL Coord./ Dist. EL coordinator. Site EL/Dist. Coordinators Site EL coordinators/ Dist. Coordinator	Materials Time to plan and analyze data from formative assessments Teacher pay None None	$2,500 $1,500 $8,000 None None	Instructional Materials funds Professional Dev. Funds Title III None None

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

Required Activities
 	
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
  a. designed to improve the instruction and assessment of LEP children;
  b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
  c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
  d. long term effect will result in positive and lasting impact on teacher performance in the classroom.
	*The district will set aside funds to provide professional development to teachers, principals, administrators, and other personnel on how to improve instruction and assessments of LEP students.
	*The district will be providing professional development to ELD teachers on AVID strategies given by the AVID director.
	*The district will be targeting the Social Studies and math for professional development to provide strategies on how to increase oral communication among ELD students.
	*The district will be targeting the Social Studies and math teachers for professional development to have them understand the ELD standards that are supposed to be implemented in their program.
	*The District will be providing KAGAN training to teachers during the summer of 2015. These teachers will include the ELD teachers.

Allowabl e	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** Yes	**If yes, describe:** The district will be updating all of the program objectives through the PLC process. Each site will have a PLC team that will review the program objectives to update. They will also use this time to collaborate and share instructional strategies. The District will also be providing training on AVID instruction Strategies

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**I. Yes or No** Yes	**If yes, describe:** *Lunch and after school tutoring in the core content areas will be given to ELD students that are struggling, not on track to graduate, have poor grades, or just need some extra support. *The District provides an additional EL support class that supports them in their ELA program. *The ELD 1 and 2 classes are double block periods to increase the instructional time in the ELD program.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes	**If yes, describe:** The ELD program will be coordinating with the AVID program to utilize many of the AVID strategies. The AVID teachers will be collaborating with the ELD teachers to support the ELD students in the AVID program. The district will be implementing a zero-period for students, including ELD students, needing to recover credit or have a conflict in their regular schedule.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** The district is providing additional instructional time in the ELD 1 and 2 classes along with after school support to improve the English proficiency and academic achievement of LEP students.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**II.** **Yes or No** Yes	**If yes, describe:** *The district provides a parent training through the Parent Institute for Quality Education. The district has trained over 1,000 parents in the past four years. This program trains parents on how to support their student and how to help improve their academic achievement. *There is also training at each ELAC meeting for parents on specific areas such as a-g information, how to get tutoring for their student, how to recover credit, etc..
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** Yes	**If yes, describe:** *Every ELD teacher has received a set of technology devices to use in the curriculum. They also receive training, SAMR, on how to develop lessons that incorporate technology. *All classrooms have wireless access points so teaches and student have access to the district network. *All teachers, having chrome books or Ipads, are expected to be trained in the SAMR training and then the Tech coaches monitor the implementation of the lessons in the classrooms.
	10. Other activities consistent with Title III.	**Yes or No** Yes	**If yes, describe:** The District has hired an District EL coordinator to provide support to the ELD teachers in curriculum and instruction, assessments, and monitoring of EL students.

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

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

Required Activity
 	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	Parents of all assessed EL students will annually be given written notification in the primary language of the results of their students' English and primary language assessment. These sample documents are maintained in our English Language Learner Mater Plan. Parent, teacher, student, counselor, and EL coordinators meet annually to determine the placement of EL students for their class schedules. Included in the written notifications and the oral conference are appropriate placement, level of English proficiency, status of academic achievement and growth., the content being covered in the EL program, testing procedures used, program goals, exit requirements, graduation requirements, specialized instruction for students with disabilities (IEP), and parental rights.
	
	Provide presentations at the ELAC meetings that outline parents' rights for programs, CELDT testing, CST information, and all other assessments.
	
	The district provides opportunities for parents to have input on decisions about programs and policies, such as updating the EL Master Plan

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

Required Activity	h. information pertaining to parental rights that includes written guidance detailing –
	    i. the right that parents have to have their child immediately removed from such program upon their request; and
	    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
	    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
		Parents are informed at parent meetings of their right to have their child removed from the program or decline enrollment.
		If parents requests for removal of the program the site EL coordinator will meet with the parent to discuss selection of the various programs available within the school schedule.
		All notifications of placement in the program will take place no later than 30 days after the beginning of the schools year.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.		If the LEA fails to make any of the annual measurable achievement objectives the parents will be notified of such failure not late than 30 days.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** No n/a	**If yes, describe:** N/A – The district does not receive immigrant funds
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** n/a	**If yes, describe:** n/a
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** N/a	**If yes, describe:** n/a
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** n/a	**If yes, describe:** n/a

		Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	n/a	n/a
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** n/a	**If yes, describe:** n/a
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** n/a	**If yes, describe:** n/a

c. Performance Goal 3: *By 2015--16, all students will be taught by highly qualified teachers.*

Performance Indicator 3.1 – Highly Qualified Teachers: Indicate the percentage of classes being taught by highly qualified personnel by 2015-16, in the aggregate and in high poverty schools.

Classes Taught by Highly Qualified Staff	2011-2012 %	2012-2013 %	2013-2014	2014-2015
Aggregated	100%	100%	100%	100%
High Poverty Schools	100%	100%	100%	100%

Performance Indicator 3.2 – Professional Development: Indicate the percentage of teachers and administrators receiving high quality professional development.

High Quality Professional Development	2011-2012 %	2012-2013 %	2013-2014 %	2014-2015
Teachers	100%	100%	100%	!00%
Administrators	100%	100%	100%	100%

Performance Indicator 3.3 – Qualified Paraprofessionals: Indicate the percentage of paraprofessionals who are qualified (excluding those with sole duties as translators and parent involvement assistants).

	2011-2012 %	2012-2013 %	2013-2014 %	2014-2015
Qualified Paraprofessionals	100%	100%	100%	100%

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

The district has implemented a Professional Development Steering Committee that is comprised of the Assistant Superintendent, Principals, other administrative staff, and teachers. This committee developed a professional development survey that was administered to all teachers to gather data on professional development needs.

STRENGTHS	NEEDS
As of August 2014, most teachers at our schools meet the federal definition of highly qualified. In addition, 17% of teachers have advanced degrees. 98% of all teachers have special certification to teach English Learners. The district has provided extensive professional development in the common core standards, instructional strategies, and technology.	1% of all teachers lack qualifications to teach their English Learners. All professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English Learners toward standards mastery in English. Release Time for collaboration and to meet as a Professional Learning Community More Technology professional development and on instructional strategies to utilize in the curriculum.

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

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:** The district will conduct yearly professional needs assessment of teachers and principals in relation to criteria targeting the needs of English learners, students with disabilities, and underperforming students in relation to State content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. The focus for 2015-2016 will be on professional development on Technology and how to integrate technology into the classroom through the SAMR model training. This training will be provided by the District Technology Curriculum coaches.	Assistant Superintendent for Personnel, District Professional Development Committee, Superintendent's Cabinet/Ongoing	August 2015	Substitutes	$3,000	Professional Development

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: **Evaluate and prioritize areas of need revealed through a professional development. Professional development activities will be selected based on staff strengths and needs along with needs in relation to student achievement results. (DAIT recommendation #1 and #3)** **The Superintendent's Cabinet will review research professional development activities that assist teachers and administrators to ensure all students, including English learners, students with disabilities, and underperforming students, will meet or exceed State content and academic achievement standards. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.**	**Assistant Superintendent for Personnel, Director of Professional Development, District Professional Development Committee, Superintendent's Cabinet/Ongoing**	**June 2015 – ongoing**	**Release time**	**$3000**	**Title I, Title II**

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: **In designing and then assessing the formative impact of the professional development system, the district's Professional Development Committee will concentrate on the degree to which the system does four things. (1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/ standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, underperforming students**	**Assistant Superintendent for Personnel, District Professional Development Committee, Superintendent's Cabinet/Ongoing** **AVID Region VII; Fresno, Kings, Madera, Merced, Mariposa, and Tulare County Office of Education; Site AVID Coordinators, teachers, site teams, and parents**	**August 2015** **August 2015**	**None** **Registration, transportation, associated conference costs, instructional materials, substitutes or stipends, direct services**	**None** **Varies by Activity**	N/A CC Prof Dev
Please provide a description of:	**Person(s) responsible for Implementation**	Timeline	Related Expenditures	Estimated Cost	Funding Source

4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs					
a. District will survey staff at the beginning and end of the school year to determine target needs for professional development with specific focus on English Learners, Students with Disabilities, and underperforming students. **(DAIT recommendation #1)**	a) **District and site Administrators, Coaches, Professional Development Director**	**August 2015- ongoing**	**Clerical costs**	**varies**	**Title 1**
b. **Monitor and evaluate the professional development plan through surveys and evaluations. Modify the professional development plan as necessary.** **(DAIT recommendation #1)**	b) **District and site administrators, department heads, coaches, and Professional Development Director**	**August 2015 ongoing**	**Clerical costs**	**varies**	**Title 1**

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:					
a. Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on.	**a. All teachers/ Friday morning meetings**	**August 2015 ongoing**	**a. None**	a. **None**	**a. N/A**
b. Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.	**b. All teachers/3 days each year**	**Ongoing**	**b. Presenter fee(s)**	b. **$3000**	**b. Title II,**
c. District will provide SAMR training to all teachers receiving chrome books throughout 2015-2016.	**c. Assistant Superintendent/ Tech coaches**	**August 2015**	**c. Substitutes**	c. **$3,000**	**c. Title I, Title II CC Prof Dev**
d. District will provide Professional Development for teachers on instructional strategies .(DAIT recommendation #1)	**d. Assistant Superintendent for personnel/all 9th & 10th grade English teachers**	**August 2015- Ongoing**	**d. Trainer fees**	d. **$25,000**	**d. Title I, Title II**

e. The district will provide training on intervention programs implemented in the ELA and Math departments. (DAIT recommendation #1)	e. Assistant Superintendent	August 2014 ongoing	e. Trainer fees	e. $5,000	e. Title I, Title II,

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: **The district Technology Committee will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.**	**District Technology Committee, Director of Professional Development, District Professional Development Committee, Superintendent's Cabinet/Ongoing**	**Ongoing**	**None**	**None**	**N/A**
The district will provide SAMR training so teachers can integrate technology into the curriculum and improve instruction	**Tech coaches**	**2015-2016**	**Substitutes**	**$3,000**	**Professional development**

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):					
a. Computer labs on all campuses are available to students before school, during lunch and after school.	**a. Director of Technology/ ongoing**	**August 2015-ongoing**	**a. Salary**	**a. $30,000/ annually**	**a. General fund**
b. School staff will be provided with opportunities to increase their technology levels through inservices, and attendance at conferences/workshops.	**b. Assistant Superintendent for Curriculum and Instruction, Director of Technology/ ongoing**	**Ongoing**	**b. Stipends for presenters/ cost of workshops and related expenditures**	**b. $25,000**	**b. Title II, Part D**
c. A full-time technology technician is available on each campus.	**c. Technology Technicians**	**August 2015**	**c. Salaries**	**c. $250,000**	**c. General Fund**
d. An updated, comprehensive technology use plan serves as a guide for the monitoring and evaluation of the district's technology goals.	**d. Director of Technology, Technology Advisory Committee**	**August 2015**	**d. None**	**d. None**	**d. N/A**
e. A technology coach will be utilized at each of the comprehensive sites	**e. District/site admin**	**August 2015**	**e) Salaries**	**$98,000**	**Gen funds**
f. The district will increase the number of student technology devices by 1,400 in 2015-2016.	**f) IT director**	**August 2015**	**f) cost of devices**	**$804,284**	**Fund 400**

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA, teachers, paraprofessionals, principals, and other relevant school personnel have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: a. **Create a District Professional Development Committee comprised of teachers, principals, and paraprofessionals, as well as district human resources and curriculum and instruction staff. Representatives are selected from the range of school levels and neighborhoods/ communities served by the district.** **(DAIT recommendation #1)**	a. Selected teachers, principals, paraprofessionals, and parent representatives as well as district human resources and curriculum and instruction staff/Ongoing	**April 2015**	a. Substitutes	a. $2000	a. Title I, Title II, Professional Development Common Core
b. **The committee will conduct an annual needs assessment, establish professional development goals that are tied to improving (i) teachers' and principals' knowledge and skill (ii) organizational support for improved teaching and learning (iii) teachers' and principals' use of knowledge and skill (iv) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.**	b. Assistant Superintendent for Curriculum and Instruction, District Professional Development Committee, Superintendent's Cabinet/Ongoing	**June 2015-Ongoing**	b. Substitutes	b. $2000	b. Title I, Title II, Professional Development Common Core

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source

9. How the LEA will provide training to enable teachers to:
   □ **Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;**
   □ **Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;**
   □ **Involve parents in their child's education; and**
   □ **Understand and use data and assessments to improve classroom practice and student learning.**
 	
a. District will provide professional development on Professional Learning Communities to be implemented as a collaboration model during Friday morning department meetings fostering a schoolwide culture. This is to be utilized in all departments. (DAIT recommendation #1)
 	
b. District will provide release time for teachers to analyze data, look for patterns of performance, and modify instruction based on results of benchmark assessments (i.e. early release days and substitute release during school day). (DAIT recommendation #1 and #3)
	a. Assistant Superintendent for curriculum & Instruction
	
	b. District/Site Administrators
		August 2015 ongoing
		
		August 2015- Ongoing
			a. Trainer/ workshop fees
			
			b. Substitute pay
				a. $5,000
				
				b. $5,000
					a. Title I, Title II
					
					b. Title I, Title II

Please provide a description of:	Person(s) responsible for Implementation	Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:					
a. The district will continue to participate in the BTSA Induction program to better prepare new teachers for success in the profession.	a. Assistant superintendent, participating teachers	**August 2015**	a. BTSA stipends and materials	a. $30,000	a. General Fund; Title II
b. The district participates in the Tulare County Intern Program to prepare teachers to become highly qualified.	c. Assistant Superintendent, participating teachers	**August 2015**	b Substitutes	b. $1000	b. Title II,

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

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

STRENGTHS	NEEDS
l. Coordinated school crisis response and management plans with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student and staff conduct, bullying and violence prevention, and disciplinary procedures. 3. Full-time school counselors and nurses. 4. Full time police officers, and security guards. 5. School safety plans updated annually with participation from parents and students. 6. Counseling services provided by Tulare Youth Service Bureau. 7. Wellness Coordinators on all campuses. 8. Campus Supervision teams on all campuses. 9. LINK Crew- Freshman Support 10. Fenced Campuses 11. Modified Closed Campuses 12. Counseling Support Staff 13. Challenge Day 14. District Psychologist 15. Friday Night Live 16. Developing PBIS 17. YSB parent support groups 18. PIQE 19. InterQuest 20. Early Warning System for dropout prevention 21. SART and SARB process 22. Race To Success 23. Reconnecting Youth classes 24. Mentoring programs 25. Sprigeo	1. Continue to support programs 2. More security guards on campus 3. Increased campus supervision teams 4. Continue Parent Education Program 5. Add security cameras to Mission Oak 6. More security cameras to Tulare Union 7. Update security system at Tulare Western 8. Continue to Provide Non-Crisis Intervention training to all supervision staff 9. Active Shooter training 10. Continue to review egress at each site 11. Provide Intercom system at each site 12. Review parent visitation policy 13. Mental Health Professional Development

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

ACTIVITIES
1. **Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smokeout, Health Fairs, staff development and teacher training in research based programs and practices.** 2. **On campus Friday Night Live program promoting positive youth development, student leadership, and alcohol, tobacco, drug, and violence prevention.** 3. **Students receive information and referral to the Tulare Youth Service Bureau for participation in school-based, cross-age, or community mentoring services.** 4. **Peer mediation, conflict resolution, or character education programs.** 5. **LINK Crew- freshman support programs are active on all three comprehensive campuses** 6. **Wellness coordinators are staffed on all campuses to spearhead the effort of teaching students how to develop a healthy lifestyle.** 7. **Turning Point recovering sobriety group meets on each campus.** 8. **In a partnership with the local police agency, full-time police officers are located on all campuses.** 10. **Security guards are contracted to be on all campuses.** 11. **All campuses are fully fenced, and operate as a modified closed campus.** 12. **All campuses have counseling services available to all students.** 13. **Casey's Pledge** 14. **Every 15 minutes** 15. **Challenge Day** 16. **Attendance office- SARB and SART hearings** 17. **Early Warning System for dropout prevention**

III. 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
The District has benefited from coordination of the CHKS countywide to obtain reliable data for both the District and the County. Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Health Fairs, staff development and teacher training in research based programs and practices. On campus Friday Night Live program promoting positive youth development, student leadership, and alcohol, tobacco, drug, and violence prevention. Wellness coordinators are staffed on every campus. In a partnership with the local police agency, full-time police officers are located on all campuses. Security guards are contracted to be on all campuses. Reconnecting Youth Turning Point on each campus Tulare Youth Service Bureau Project Z Be The Change club Sprigeo CAST Program	The District would benefit from partnering with community agencies and county services to enhance prevention education and intervention and referrals to appropriate local service providers. There is a need to continue the current programs we are providing on our campuses. Parent Education Program to teach parents prevention and coping skills. Continue doing Challenge Day Provide Active Shooter training followup 21st Century Grant- Lead and Academic Coaches

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 05/01/14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	9th 39% 11th 59%	9th 1% 11th 2%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	9th 14% 11th 19%	9th 1% 11th 2%
The percentage of students that have used marijuana will **decrease** biennially by:	9th 29% 11th 42%	9th 1% 11th 2%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	9th 32% 11th 39%	9th 2% 11th 2%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	9th 18% 11th 21%	9th 2% 11th 2%
The percentage of students that feel very safe at school will **increase** biennially by:	9th 17% 11th 13%	9th 2% 11th 2%

The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	9th 23% 11th 15%	9th 1% 11th 2%
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by __.5%__ from the current LEA rate shown here, 12.5% 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.	12.5%	.5 %

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date: 05/01/09** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	9th 29 11th 35	9th 2% 11th 2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	9th 41 11th 47	9th 2% 11th 2%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	9th 13 11th 12	9th 2% 11th 2%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	9th 27% 11th 31%	9th 2% 11th 2%

Science Based Programs (4115 (a)(1)(C)):

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start *Date*
California Healthy Kids Program	ATODV	9-12	*5020*	ongoing	ongoing	ongoing
Character Counts!	ATODV	9-12	*5020*	ongoing	ongoing	7/00
LINK Crew	ATODV	9-12	*5020*	ongoing	ongoing	8/98

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

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

Check	*Activities*	Program ATODV Focus	Target Grade Levels
	After School Programs	ATODV	9-12
X	Conflict Mediation/Resolution	ATODV	9-12
X	Early Intervention and Counseling	ATOVD	9-12
	Environmental Strategies		
X	Family and Community Collaboration	ATOVD	9-12
	Media Literacy and Advocacy		
X	Mentoring	ATODV	9-12
X	Peer-Helping and Peer Leaders	ATODV	9-12
	Positive Alternatives		
X	School Policies	ATODV	9-12
X	Service-Learning/Community Service	ATODV	9-12
X	Student Assistance Programs	ATODV	9-12
	Tobacco-Use Cessation		
	Youth Development Caring Schools Caring Classrooms		
X	KARIS Program LINK Crew Character Counts!	ATODV	9-12

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start *Date*
LINK Crew	ATODV	9-12	5020	n/a	ongoing	8/00
Character Counts!	ATODV	9-12	5020	7/00	ongoing	7/00

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.

X

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

County CHKS data shows an increase in substance use during the 7th-9th grade years. To assist in preventing the onset of substance use during this time, we have implemented the KARIS Program, LINK Crew, and Character Counts Programs on our campuses. These are highly cost effective programs that have been proven successful for high school youth in preventing alcohol, tobacco, and other drug use. The curriculum is not expensive compared to other science based programs and is easy to implement.

We administer the California Healthy Kids Survey every other year to our students to gather information about the lifestyle choices and from this data we select the programs that are needed for our students.

Research shows that youth with increased developmental assets and caring adults and role models in their lives achieve better academic and social outcomes. We have implemented a conflict mediation program, we provide numerous collaboration opportunities with our families and community members, mentoring programs, peer counseling, LINK Crew, Character Counts!, and other student assistance programs. Schools also allow trained volunteer adults and high school aged students to mentor younger children at the school site. This allows for more one-on-one tutoring and asset building for students with the greatest needs.

In our efforts to be proactive and encourage all of our students to make healthy decisions, we provide early intervention and counseling services for all students, and we have established school policies that are based on high expectations for healthy living.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

We will administer the California Healthy Kids Survey to all 9th, and 11th grade students biennially and utilize the data to make appropriate program modifications or changes. We will conduct the CHKS in coordination with the County Safe and Drug-Free Schools Coordinator to ensure that valid countywide data for alcohol, tobacco, drug, and violence is obtained so we may compare our District to the county, state, and national data. The County Coordinator will also review the countywide data on a long-term basis and analyze trends.

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.

The CHKS will be the primary instrument to measure progress in attaining SDFSC goals. Within six months of the administration of the CHKS, we will present key findings during school board meetings open to the public and advise parents of results through a school newsletter, and also include this information in the SARC report.

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

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

All campuses receive SDFSC funds to promote a healthy lifestyle, and to educate students about the risks associated with using drugs and alcohol. Programs such as Turning Point are available to target students with the greatest need. Counselors are also available to all students who are in need of their services and referrals.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Tulare Joint Union High School District works closely with the County Safe and Drug-Free Schools Coordinator to provide a collaborative countywide approach to SDFSC efforts. Representatives from the school meet with the County Coordinator during the school year to receive information on current and available programs, efforts, and resources.

The Tulare Joint Union High School District will participate in the countywide Friday Night Live/Club Live youth development and substance prevention program for high school students. We facilitate school-site chapters that work closely with the County FNL/CL Coordinator and California FNL Partnership. All students will be offered the opportunity to participate in this program.

The Tulare Joint Union High School District will refer students to other local prevention programs, both on and off campus. Additionally, the district will provide in kind programs and/or meeting space, upon request, to facilitate these prevention activities on campus to reach the greatest number of students.

The Tulare Joint Union High School District has contracted with the Tulare Youth Service Bureau (TYSB) to provide onsite individual and group sessions to students at all sites. TYSB also provides parent group sessions covering a variety of topics such as anger management and how to communicate with their teenager.

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.

Parent involvement will be solicited through several avenues. Each year, parents will receive information on committees or school activities in which they may choose to become involved, including Parent Teacher Associations, School Advisory Councils, dates and times of all school board meetings, and in the after-school programs or school clubs such as Friday Night Live/Club Live. The District also publishes a regular school newsletter sent home for parents to review and remain apprised of current activities on campus. Parents are also invited to attend the annual Open House Evening, and ongoing parent information meetings. For all mandated parent notifications, legal guidelines will be followed and implemented with diligence according to the mandate.
The district has offered the Parent Institute for Quality Education (PIQE) program at each comprehensive site to educate parents on how to be involved in their student's education. The district will continue to offer this program annually.
The district notifies parents immediately of Title I or Title III program improvement requirements.
The district will get input from parents through surveys and use the results to develop goals in Title I and the LCAP. Surveys have been given at parent advisory meetings, ELAC meetings, migrant meetings, and PIQE meetings.

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

Performance Indicator 5.1 – High School Graduation: Indicate the projected percentage of students who will graduate from high school.

Categories	2007-2008	2008-2011	2011-2014	2014-2018
All students	81%	82%	83%	89%

Performance Indicator 5.2 – Drop outs: Indicate the projected percentage of students who drop out of school.

Categories	2011-2013	2014-2018
All students	15.6%	5%
All male students	19%	5%
All female students	12.5%	5%
Race/Ethnicity	2011-2013	2014-2018
African American	22.9%	5%
Asian	5.6%	0%
Hispanic	17.3%	5%
White	11.3%	5%

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	1) **Effective instructional strategies will be utilized in all classrooms.** *(DAIT recommendation #4)*	1)All students	1) Ongoing Teachers/Administrators	1) Classroom supervision Increase in graduation rate 79.6% to 89% by 2018.	1) General Funds/ Title I
	2) **All students complete four-year career/academic plans during the freshman year.** *(DAIT recommendation #4)*	2) All students	2) Ongoing Counselors/ students/parents update academic plan annually	2) Completed plans for all students	2)General funds
	3) **Parents and students are notified of graduation requirements and student progress yearly.** *(DAIT recommendation #4)*	3)All students	3) Ongoing Counselors/Parents/Students ongoing	3) 8th grade registration, 10th grade counseling meetings, yearly registration for classes, Senior progress letters, Counselor visitation files	3)General Fund
	4) **Counselors are assigned to all students, and schedule annual meetings to assess progress.** *(DAIT recommendation #4)*	4)All students	4) Ongoing Counselors, students and parents/administrators as needed	4) Counselor visitation files	4) General Funds
	5) **Provide appropriate support classes/programs. (e.g. Reconnecting Youth, PLATO, AVID, PASS, After school program, Early Warning System. PBIS** *(DAIT recommendation #4 and Title III action plan)*	5) Identified students	5) Ongoing Administration/Counselors/Teachers/Parents/Students	5) Annual evaluation of the effectiveness of the program. Improvement of attendance and graduation rate	5)General Funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.2 (Dropouts)	1) **Monitor CSIS to make sure that data is correct (DAIT recommendation #4)**	1) **All students**	1) Ongoing Registrars and Technology department	1) The dropout rate will decrease from 15.6% to 5% by 2018.	1) General Fund
	2) **Encourage students to become involved in extra- and/or co-curricular activities (DAIT recommendation #4)**	2) **All students**	2) Ongoing Teachers, Counselors, Administrators, Coaches, Parents, Students	2) Increase in the number of students involved in extra- and co-curricular activities	2) General Funds
	3) **Improve connection with the Adult School Program to support student transition. (DAIT recommendation #4)**	3) **Identified students**	3) August, 2015 – ongoing Counselors and Administration/ Teachers/Parents/Students	3) Reduce dropout number from 15.6% to 5% by 2018	3) General Funds
	4) Continue the District SARB program **(DAIT recommendation #4)**	4) Identified students	4) Fall 2015-ongoing SARB Committee	4) Reduce dropout number from 15.6% to 5% by 2014	4) General Fund
	5) The site EL Coordinators will monitor EL students at the end of each six weeks to review who is danger of failing and dropping out. *(Title III action plan)*	5) EL students	5) Site EL Coordinators/ End of each six week grading period	5) Reduce the percentage of EL dropouts by 10%	5) Title III
	6) Offer the PIQE program to all parents to get them involved and to prevent dropouts. *(Title III action plan)*	6) All students/target EL student parents.	6) District administration/ Principals	6) Reduce dropout percent by 10%.	6) Title I

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 **(Advanced Placement)**	1) AVID	1) Students whose parents/ relatives have not attended higher education	1) AVID coordinator/ongoing	1) The number of students enrolled in AP classes will increase by 5%.	1) Title I
	2) UC Outreach programs	2) Low-income students	2) Counselors	2) The number of EL students in AP classes will increase by 20%	2) Title I, Title II
	3) Digital California Project to offer AP classes on-line	3) All students	3) Technology coordinator	3) The number of AP classes/ selections offered will increase by 5%.	3) General Fund
	4) Increase enrollment in Spanish classes to increase EL participation in AP courses*. (Title III action plan)*	4) EL Students	4) Site administration/ Counselors/Spanish department	4) Increase the number of EL students in AP Spanish classes by 10%	4) General fund
	5) Increase the number of EL students in the AVID program. (Title III action plan)	5) EL students	5) Site administration/ counselors/ AVID coordinator	5) Increase the number of EL students in AVID by 10%	5) General fund

Additional Mandatory Title I Descriptions

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

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Using the percentage of students eligible for the free and reduced lunch program, we determine the poverty level of our students.

All schools above 75% poverty level are given first priority for Title I funds. Only after these schools have been served, may lower-ranked schools be served.

If any school below 35% poverty is served, all participating schools must be allocated an amount for each low-income child that is at least 125% of the allocation per low-income child.

We are not required to allocate the same per-pupil amount to each school, provided the higher per-pupil amounts are allocated to schools with higher concentrations of poverty.

We may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75% poverty. Per-pupil amounts within grade spans may also vary as long as the higher per-pupil amounts are allocated to schools with higher poverty rates.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

"Eligible children" are those 9th-12th graders who are identified by the school as failing, or most at risk of failing, to meet the State standards on the basis of multiple criteria established by the district (not meeting minimum skills requirements).

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

In this section describe the programs you will provide with Title I funds that will <u>help students meet the standards through the use of research-based teaching methods</u>.

Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact.

- *increased learning time*
- *supplemental support of the core academic curriculum*
- *special grouping or tutoring to assist low performing students*
- *Counseling*
- ***ELA and Math coaches***
- ***Intervention instructional materials***
- *pupil services*
- *mentoring*
- *college and career awareness and preparation*
- ***academic intervention programs***
- *after-school, intersession and summer school*
- *individual student academic assessment (except the CELDT)*
- *parent outreach and education*

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

1) ***Assist the schools to analyze data and modify instruction***

2) ***Develop a school plan based on scientifically based research to strengthen the core academic subjects and address specific academic issues***

3) Provide a professional development program that directly addresses the academic achievement problem

4) Establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students

5) Incorporate activities before school, after school and during the summer

6) Incorporate a teacher-mentoring program (BTSA)

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

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1. We will notify all parents in a written document to be mailed home that the school is in Program Improvement, explain what that means, and share what the school is doing to address the achievement problem. They will also be informed of their right to supplemental services provided by the district, a description of the services offered, and a timeline that will be used.

2. All parents will be informed, not later than the first day of school following identification, that they may transfer to another public school in the district (transportation provided by the district) that is not a PI school.
   a. Parents must be provided with a choice of more than one school.
   b. Lack of capacity of the receiving school cannot deny admission to the child.

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 sections 1118 and 1119.

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1. Throughout the school year, the Assistant Superintendent for Personnel monitors the status of all employees, making sure that all teachers are highly qualified.

2. Employees who are in need of support are encouraged to attend conferences, workshops, and education courses to improve their teaching.

3. The district will provide funding to provide all administrators with professional development in the Common Core State Standards.

4. The district will provide funding for professional development to all math teachers in the College Preparatory math program (CPM).

5. Title II funds will utilized to provide common Core professional development for ELA, ELD, Social Science, and Science teachers to develop Common Core State Standards units

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The Tulare Joint Union High School District will be utilizing the ELD district coordinator, the Academic Literacy Coach, and the TCOE consultants to coordinate all educational services at the LEA and school level. This will ensure that there is coordination of the implementation of the Common Core State Standards. Each site will be using the PLC model to have each content area review and analyze data to drive instruction. The district will continue to provide the ELA intervention program, EDGE, but implementing ELA common core standards into the curriculum. This will be coordinated by the Academic Literacy coaches and the district ELD program coordinator.

APPENDIX A: ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

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

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

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

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

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

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

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

- Collaboration with adult literacy service providers.

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

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

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

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

IV.   TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

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

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

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

<u>New</u> LEAP Assurances

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

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

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

<u>Other</u>

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

SIGNATURE PAGE

_____Dr. Sarah Koligian_____ __
Print Name of Superintendent

_____
Signature of Superintendent

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