(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Ceres Unified School District

County/District Code: 50-71043

Dates of Plan Duration (should be five-year plan): November 2012-November 2017

Date of Local Governing Board Approval: December 11, 2012

District Superintendent: Scott Siegel, Ed.D.

Address: 2503 Lawrence Street

City: Ceres Zip code: 95307

Phone: (209) 556-1500 Fax: (209) 541-1428

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

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

Scott Siegel, Ed.D.

Printed or typed name of Superintendent Date Signature of Superintendent

Jim Kinard

Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

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

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

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

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

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

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

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

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

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

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

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

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

- rigorous academic standards

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning,

implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

Tables of data for your schools and district are available online:

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

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

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

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	**LEA Plan – Comprehensive Planning Process Steps**
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants	X	Tobacco Use Prevention Education (Prop 99)
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
	Title V, Part A, Innovative Programs – Parental Choice		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Adult Education		Tenth Grade Counseling
X	Career Technical Education	X	Healthy Start
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	IDEA, Special Education	X	Other (describe): ASES
X	21st Century Community Learning Centers	X	Other (describe): Adult Ed
X	Other (describe): AB 430 Admin Training Program	X	Other (describe): Other (describe): AB 430 Admin Training Program
	Other (describe):	X	Other (describe): IMFRP
	Other (describe):	X	Other (describe): SB 472 Math and Reading Professional Dev. Program

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers **11-12**	Current Year District Entitlements **12-13**	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$186,545	$2,686,205	$2,441,837	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$158	$421,728	$413,448	98%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$203,284	$431,929	$520,875	82%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education	$0	$56,451	$56,451	100%
Career Technical Education	$0	$96,041	$92,199	96%
McKinney-Vento Homeless Education	$0	$67,773	$64,384	95%
IDEA, Special Education	$0	$1,955,561	$1,543,129	79%
21st Century Community Learning Centers	$0	$149,850	$149,850	100%
Other (describe) AB 430	$8,543	0	$0	0%
TOTAL	$398,530	$5,865,538	$5,282,173	84%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers **11-12**	Current Year District Entitlement **12-13**	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	$298,712	$1,219,937	$1,290,852	85%
EIA – Limited English Proficient	$240,005	$1,006,320	$1,059,376	85%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	$0	$891,212	$757,307	85%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	$0	$21,679	$16,476	76%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start	$0	$41,602	$41,602	100%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) ASES	$0	$1,508,085	$1,281,872	85%
Adult Ed	$0	$259,132	$245,214	94%
AB 430	$63,232	$24,247	$0	0%
SB 472	$12,430	$96,200	$0	0%
IMFRP	$265,538	$635,356	$900,894	100%
TOTAL	$879,917	$5,703,770	$5,593,593	85%

Part II
The Plan

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

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

CUSD Needs Assessment

Academic Achievement
Students in the Ceres Unified School District have performed on the California Content Standards for English Language Arts as follows:

English Language Arts Content Standards: 2012

Grade	2	3	4	5	6	7	8	9	10	11
% Prof and Adv	60	51	66	59	52	56	49	52	45	46
% Basic or lower	40	49	34	41	48	44	51	48	55	54

Students in the Ceres Unified School District have performed on the California Content Standards for mathematics as follows:

Mathematics Content Standards: 2012

Grade	2	3	4	5	6	7	7 Alg I	8 Alg I	9 Alg I	10 Alg I	11 Alg I
% Prof and Adv	59	71	71	59	51	39	52	24	16	17	14
% Basic or lower	41	29	29	41	49	61	48	76	84	83	86

English Language Learners

Number and Percent of Students at Each Overall Proficiency Level—
Annual CELDT Assessment Fall 2011-2012

Proficiency	Number	Percent
Advanced	291	8.0%
Early Advanced	1,335	36.0%
Intermediate	1,480	40.0%
Early Intermediate	420	11.0%
Beginning	175	5.0%
TOTAL TESTED	**3,701**	**100%**

Number and Percent of Students at Each Overall Proficiency Level—
Initial CELDT Assessment Fall 2011-2012

Proficiency	Number	Percent
Advanced	9	1%
Early Advanced	37	6%
Intermediate	116	19%
Early Intermediate	183	30%
Beginning	261	43%
TOTAL TESTED	**606**	**100%**

The Ceres Unified School District has had a growing increase of students who are English Language Learners during the last 10 years. The enrollment for the Ceres Unified School District has been as follows:

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
English Learners	1,778	2,120	2,459	3030	3,566	3,922	4,015	4,375	4,004	3,708
Total Enrollment	10,028	10,211	10,479	10,896	11,885	12,476	12,468	12,409	12,491	12,532
% EL	**17.7%**	**20.7%**	**23.5%**	**27.8%**	**30.0%**	**31.4%**	**32.2%**	**35.2%**	**32.0%**	**29.5%**

Professional Development and Hiring

Personnel and Educational Services' staff work with new teachers who are not highly qualified to develop a plan for meeting highly qualified status. The Ceres Unified School District makes every effort to hire highly qualified teachers. 100% of teachers have authorizations to teach English Learners. In addition to review of data and regular classroom walkthroughs and observations, a staff development survey is conducted yearly and continues to serve as the basis for the creation of the Goal 2 activities. High quality, research-based professional development and instructional support is provided to keep teachers current in effective instructional practices.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the Ceres community. The results include the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools.

This analysis is based on ongoing local assessment or evaluation activities as required in NCLB.

Descriptions – District Planning

The Ceres Unified School District continues the process of revising the Strategic Plan to provide direction to the district. The plan activities are evaluated and revised with extensive feedback from sites and leaders under the leadership of the Deputy Superintendent of Educational Services. Currently there are 23 items based on the annual and ongoing revisions in the strategic plan by the CUSD Board of Trustees.

Individual school sites utilize the Strategic Plan in the development of their site-based activities to achieve the goals of the Strategic Plan. This process is integrated in the sites' development of their Single Plans for Student Achievement. The CUSD Board monitors these school site plans yearly.

The LEA plan goals, as mandated under NCLB, are reviewed annually with the individual school site councils as well as with the two district advisory committees (DAC and DELAC).

The various department heads responsible for each of the major goals of the LEA plan meet regularly to discuss the goals of the plan.

Revised plans are posted for review by the community prior to adoption by the Board of Trustees. The ongoing planning process will include an annual review of performance data and goals based on analysis of student performance data.

Program Improvement

For schools in Program Improvement Years 3, 4 and 5, CUSD implements corrective actions for schools in PI Year 3, plans for alternative governance in PI Year 4 and implements the alternative governance plan in PI Year 5.

Program Improvement Year 3 schools:

(a) Staff will fully implement standards-based instruction using adopted curriculum
(b) Staff will participate in Ceres Certification of Direct Instruction professional development
(c) Staff will participate in instructional coaching with a focus on effective lesson design and delivery
(d) Staff will participate in classroom visits, observing teaching and learning in classrooms at individual sites and throughout the district with a focus on implementation of curriculum, standards-based instruction, effective lesson design and delivery.
(e) Staff will analyze student performance data and develop an action plan for meeting the instructional needs of subgroups not meeting AYP criteria

Program Improvement Year 4 schools:

(a) Staff will fully implement standards-based instruction using adopted curriculum
(b) Staff will participate in Ceres Certification of Direct Instruction professional development
(c) Staff will participate in instructional coaching with a focus on effective lesson design and delivery
(d) Staff will participate in classroom visits, observing teaching and learning in classrooms at individual sites and throughout the district with a focus on implementation of curriculum, standards-based instruction, effective lesson design and delivery.
(e) Staff will analyze student performance data and develop an action plan for meeting the instructional needs of subgroups not meeting AYP criteria
(f) The CUSD Instructional Review Team, comprised of District and site administrators trained in observation and instructional data collection, will complete a minimum of **two** site visits per year, collecting data related to the implementation of the school's specific action plans. The team will make recommendations based on observations and data

collection and identify other major restructuring of the school's governance arrangement that makes fundamental reforms.

(g) Plan for the replacement of staff posing barriers to implementation of the improvement plan and/or contributing to the failure to make AYP

Program Improvement Year 5 schools:

(a) Staff will fully implement standards-based instruction using adopted curriculum
(b) Staff will participate in Ceres Certification of Direct Instruction professional development
(c) Staff will participate in instructional coaching with a focus on effective lesson design and delivery
(d) Staff will participate in classroom visits, observing teaching and learning in classrooms at individual sites and throughout the district with a focus on implementation of curriculum, standards-based instruction, effective lesson design and delivery.
(e) Staff will analyze student performance data and develop an action plan for meeting the instructional needs of subgroups not meeting AYP criteria
(f) The CUSD Instructional Review Team, comprised of District and site administrators trained in observation and instructional data collection, will complete a minimum of **three** site visits per year, collecting data related to the implementation of the school's specific action plans. The team will make recommendations based on observations and data collection and identify other major restructuring of the school's governance arrangement that makes fundamental reforms.
(g) Replace staff posing barriers to implementation of the improvement plan and/or contributing to the failure to make AYP.

District Profile

The CUSD district vision statement, adopted as part of the Strategic Plan states: "*All students academically prepared to achieve their full potential, supported by and contributing to the community*."

The Ceres Unified School District is comprised of 11 elementary schools (K-6); three junior high schools (7-8); two comprehensive high schools 9-12; a model continuation high school as well as 3 charter schools (K-12) and an alternative education independent study program. All schools are on a traditional schedule.

Ceres is located in Stanislaus County directly adjacent to Modesto, California, to the immediate north. The Ceres Unified School District is bounded on the south, east and west by agriculture holdings. The area is known for growing fruit, grapes and almonds as well as being a large dairy production area. Ceres is five miles north of CSU, Stanislaus, 18 miles south of the Modesto sites of Brandman University and University of Phoenix, 40 miles south of the University of the Pacific and 30 miles north of UC Merced.

Within the district is a federally operated Migrant Camp provided for families who work in the related agricultural crops and industries grown and harvested in the area.

The socio-economic makeup of the community is impacted by a large number of individuals who live close to the poverty level. Currently 79.5% of the students are eligible for the federally funded Free and Reduced Lunch Program, a poverty indicator determined by the California Department of Education.

Local Measures of Student Performance

(*other* than State-level assessments)

The Ceres Unified School District has a Multiple measures component that is used in conjunction with the state of California STAR program. These assessments include:

- Basic Phonics Skills Test (BPST)
- STAR Reading (Renaissance Learning)
- Reading/ELA Benchmarks (Measures database)
- Benchmarks --- Harcourt Brace math, English 7-12, pre-algebra, Algebra I and II, geometry, world history, U.S. history, science, chemistry, biology, physics, government, and economics exams (Measures database)

Local assessments are used to determine the success of students in meeting the California standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards. These additional assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State academic standards and do well in our local curriculum. The data from these local assessments determines what revisions are needed to the single site plans for student achievement under Title I, NCLB so that such children do meet the State student academic achievement standards. These tests are used to identify students who may be at risk for failure or who are having difficulty with core subject areas, through the use of these screening, diagnostic, and classroom-based instructional assessments. Students who are not meeting grade level standards are encouraged to participate in the After School Program (AIP), offered daily at school sites as well as encouraged to participate in summer school programs to remediate weaknesses.

Not meeting grade level standards is defined as students not achieving the Proficient Level on the California Content Standards Tests and/or the CAHSEE.

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

Planned Improvement in Student Performance in *READING*

CUSD will provide standards-based Reading Language Arts instruction, using California Common Core standards along with 1997 standards as assessed on the STAR assessments through strategic, intentional use of adopted English Language Arts curriculum. This curriculum includes *Open Court* at K-6, *Holt* at 7-12 along with *Inside, High Point, Edge* and *Avenues* with targeted English Learner, Learning Handicapped and identified populations not meeting grade level standards.

Description of Specific Actions to Improve Education Practice in ***Reading***	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Provide standards-based curriculum: • Implement fully *Open Court* K-6 and *Holt* 7-12 • Implement strategic use of *Inside, High Point, and Edge* with identified at-risk populations • Complete annual inventory of materials and purchase curriculum as needed Align instruction with California Common Core standards: • Provide California Common Core professional development for administrators, instructional coaches and teachers • Continue to provide instruction based on the 1997 standards assessed on the STAR exam until new accountability assessments are in place • Provide professional development through BTSA and CUSD professional development to increase effectiveness in research-based instructional strategies Assess and monitor implementation through: • Weekly classroom visits by site administration • Monthly classroom visits by district administration	Textbook Adoption Committee Director of Curriculum & Instruction Site Administrators Instructional Coaches Teachers	Inservice for teachers and administrators Purchase of Curriculum Release Time Instructional Coaches Prof. Development Supplies and Materials	$158,839 $ 107,448 $ 7,532 $ 42,066	IMFRP Title I Title II EIA SCE

• Yearly classroom visits by Site Visit team (coaches, district and site administration and teachers) • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see Program Improvement, pgs. 16-17)	Timeline: Nov. 2012-Nov. 2017			
2. Use of standards-aligned instructional materials and strategies: Utilize adopted curriculum to: • align instruction with California Common Core standards and 1997 standards on state assessments • develop standards-based pacing calendars • develop standards-based lessons using research-based instructional strategies • teach to the standards-based gaps to meet needs of targeted populations Provide professional development on research-based instructional strategies: • California Common Core State Standards • Ceres Certification of Direct Instruction • CUSD Instructional Norms • Lesson Study • Writing to Learn • Stanislaus County Math Partnership • Differentiation of instruction • BTSA, AB472 and AB430 Assess and monitor effectiveness of instructional materials and strategies through: • Weekly classroom visits by site administration • Monthly classroom visits by district administration • Yearly classroom visits by Site Visit team (coaches, district and site administration and teachers) • Analysis of standard-specific student results on state and local assessments • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see pgs. 16-17)	Ed Services Staff Site Administrators Instructional Coaches School Site Council Teachers Timeline: Nov. 2012-Nov. 2017	Release time Prof. Development, Consultants, Supplies and Materials	$158,839 $ 107,448 $ 7,532 $ 42,066	IMFRP Title I Title II EIA SCE

3. Extended learning time: Provide supplemental intervention curriculum for use with students at risk of not meeting promotion or graduation requirements: • *Avenues* • CAHSEE Intervention • Standards Plus • Waterford Early Reading • English in a Flash • SuccessMaker Provide professional development in research-based instructional strategies to after school and summer school program teachers including: • California Common Core State Standards • student engagement • CUSD Instructional Norms • effective ELD instruction • differentiation of instruction Provide extended learning opportunities to accelerate learning and address gaps in proficiency through: • Supplemental Education Services for at-risk students at designated Program Improvement schools • State pre-school and Head Start programs • full day kindergarten for 2nd and 3rd trimesters • transitional kinder planning for11-12 implementation • summer school, after school and CAHSEE intervention programs Assess and monitor effectiveness of curriculum implementation, instruction and intervention through: • weekly classroom visits by site and district administration and Ed Options Lead Teachers • analysis of standard-specific student results on state and local assessment	Asst. Superintendent Student Support Services Ed Options Staff Director, Curriculum and Instruction Timeline: Nov. 2012-Nov. 2017	Staffing Curriculum and Instructional Materials Supplemental Service Providers	$ 107,448 $ 7,532 $ 42,066 $222,803 $ 52,597 $251,357	Title I Title II EIA SCE Child Dev. Adult Education ASES

4. Increased access to technology: Provide curriculum-based technology and technology support for the core reading program: • Waterford Early Reading • Success Maker • English in a Flash • Accelerated Reader—STAR • listening centers in primary grades • video to stimulate interest in topics and support core instruction (United Streaming/Discovery Education) • Internet to locate interactive reading activities • Internet video streaming • Mobi pads with response clickers • document cameras Provide professional development in research-based instructional strategies for implementing technology-based curriculum to effectively support core standards-based instruction • California Common Core standards with a technology focus • modeling by technology and instructional coaching staff • training provided by program/technology consultants • CTAP training through Stanislaus County Office of Education Assess and monitor effectiveness of technology use through: • analysis of program-based assessments and reports to monitor student progress • weekly classroom visits by site administration • monthly classroom visits by district administration • yearly classroom visits by CUSD Site Visit team (coaches, district and site administration and teachers) • analysis of standard-specific student results on state and local assessments	Ed Services Staff Technology Staff Site Administration School Site Councils Timeline: Nov. 2012-Nov. 2017	Training Software Computers/Hardware Prof. Development Supplies and Materials Licenses and Maintenance Agreements Consultants	$ 107,448 $ 7,532 $ 42,066	Title I Title II EIA SCE

5. Staff development and professional collaboration aligned with standards-based instructional materials: Provide professional development on effective implementation of standards-based curriculum and California Common Core State Standards with a focus on: • adopted core and supplemental curriculum. 95% of teachers and administrators have completed training. Remaining teachers will complete adopted materials training through district or County provided professional development. Administrators complete materials training through AB430 provided by Stanislaus County Department of Education. • California Common Core professional development for administrators, instructional coaches and teachers. • 1997 standards assessed on the STAR exam until new state assessments are in place. Provide access to ongoing professional development in effective instruction for administrators, coaches and teachers through: • California Common Core State Standards • Materials training for adopted curriculum • CCDI Certification for teachers and coaches • SCOE Coach Network • instructional coaching • Stanislaus County Math Partnership • conferences and workshops • work with consultants • Ceres Summer Institute (CSI) • differentiation of instruction • effective ELD instruction • lesson study • Advanced Placement Institute/Workshops • SB472 and ATP training • monthly grade level/department collaboration	Director of Curriculum & Instruction Instructional Coaches	Consultant Instructional Coaches Release Time Prof. Development, Consultant, Materials and Supplies	$ 107,448 $ 7,530 $ 42,066 $ 48,100 $ 12,123	Title I Title II EIA SCE SB472 AB 430

• grade-level, subject area and school-wide writing calibration • district-wide committees with staff representation Assess and monitor effectiveness of professional development through: • session feedback forms • surveys of participants • observation of implementation of learning in classrooms as monitored through classroom visits by site and district administration • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see pgs. 16-17)	Timeline: Nov. 2012-Nov. 2017			
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Promote meaningful staff, community and parent involvement in decision-making through: • English Learner Advisory Committee (ELAC) • District English Learner Advisory Committee (DELAC) • School Site Council (SSC) • District Advisory Committee (DAC) • PTA/PTC • Parent Institute for Quality Education (PIQE) • Family Engagement Team activities • Parent Advisory and Stakeholder meetings • District staff committees • Classified and Certificated Stakeholder meeting Provide access to important school information through: • district and school websites • regularly scheduled site-based meetings with site administration • written and oral communication of standards, grade-level expectations and student assessment performance	Dept. Superintendent Educational Services Asst. Superintendent Student Support Services Director of Curriculum & Instruction Ed Services Staff Site Administration	Consultant Translation Printing Childcare	$ 107,448 $ 42,066	Title I EIA SCE

• handouts, newsletters and school communication • Connect Ed phone communication • Infinite Campus parent portal for monitoring of student assignments, attendance and grades • Communication in Spanish and English Assessment of participation levels and effectiveness of activities will be monitored through site reporting to Deputy Superintendent of Educational Services via Strategic Plan evaluation of progress	Timeline: Nov. 2012-Nov. 2017			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Provide auxiliary services for parents and students to include • Community Based English Tutoring (CBET) • Adult school • After school and summer school intervention programs • ASES after school program • Transition activities, including meetings with students, parents and staff (headstart, preschool, elementary, junior high, high school and college) • Supplemental Educational Services are available to at risk students who attend designated PI schools. • GATE summer academy • Support classes in Reading/Language Arts • CAHSEE intervention	Asst. Superintendent Student Support Services Ed Services Staff Timeline: Nov. 2012-Nov. 2017	Supplemental services Staffing Instructional Materials Prof. Development Materials and Supplies	$ 107,448 $ 42,067 $ 251,357 $ 52,597 $222,803	Title I EIA SCE ASES Adult Education Child Dev.

8. Monitoring program effectiveness:
Teach and monitor the research-based CUSD Instructional Norms through:
• consultants
• conferences
• site leadership
• instructional coaches
Conduct regular site visits to monitor program implementation and effectiveness. Participation through:
• district and site administration
• teachers and instructional coaches
 	
Principals and district administration will use feedback from site visits to determine:
• professional development and support needs to enhance effectiveness
• coaching: through collaboration with teachers to choose a focus strategy, the coach will model and/or observe in the classroom, followed by specific coaching activities to meet the needs of the teachers
• additional resources needed to support staff effectiveness, which may include:
  o videos of classroom teachers and coaches effectively modeling these strategies.
  o additional training during CSI (Ceres Summer Institute) as well as through release time.
 	
Provide professional development and targeted support for specific, research-based needs of subpopulations
 	
Provide support for the analysis of assessment data to all stakeholders including professional development in:
• accessing data directly from Measures and DataQuest
• using data collaboratively to inform instructional practice
• breaking down standards-based data for significant subpopulations
	Director of Curriculum & Instruction
	
	Ed Services Staff
	
	Student Support Services Staff
	
	Site Administration
	
	Instructional Coaches
	
	Timeline:
	Nov. 2012-Nov. 2017
		Prof. Development Materials and Supplies
		
		Research materials
		
		Training materials
		
		Instructional Coaches
		
		Consultant
			$ 107,448
			
			$ 7,530
			
			$ 42,067
			
			$ 488,890
				Title I
				
				Title II
				
				EIA SCE
				
				IDEA, Special Education

9. Targeting services and programs to lowest-performing student groups: Use adopted core curriculum as well as research-based intervention materials to meet the needs of students at risk of not meeting state standards through: • professional development on research-based strategies for meeting the needs of at risk students • provision of support and collaborative opportunities for general education and special education teachers to provide specialized education for students with disabilities. Monthly department and/or grade level team meetings will include opportunities for teachers to work together to collaborate on the specific English language arts needs of individual students. This will include discussion of student data, work samples and best practices for meeting the needs of students. • provision of site-specific accountability and benchmark data, disaggregated by significant subpopulation • CUSD Pyramid of Interventions with specific data collection and reporting procedures • support classes in ELA strategies, focused on pre-teaching and re-teaching key standards • remediation and credit-recovery classes in after school programs for grades 7-12	Classroom teacher Teachers Instructional Coaches Timeline: Nov. 2012-Nov. 2017	Staff development Supplemental materials Instructional Coaches	$ 107,448 $ 7,530 $ 42,067 $ 488,890	Title I Title II EIA SCE IDEA, Special Education

10. Any additional services tied to student academic needs: Provide additional services to support academic achievement through: • Academic Extended Day and summer school classes for credit recovery • CAHSEE remediation classes • Career Technical education through Academic Pathways • Early-back Kinder and 1st grade programs • After School Education and Safety program • GATE summer academy • Migrant support services for staff, parents and students • Paraprofessional support for targeted at-risk populations	Asst. Superintendent Student Support Services Student Support Services Staff Timeline: Nov. 2012-Nov. 2017	Prof. Development Materials and Supplies Supplemental Materials Teachers	$ 107,448 $ 42,067 $ 251,357 $ 52,597 $ 33,886 $ 74,925 $ 48,021	Title I EIA SCE ASES Adult Education McKinney-Vento 21st Century Career Tech

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

Planned Improvement in Student Performance in Mathematics

CUSD will provide standards-based mathematics instruction, using California Common Core standards, including math practices, along with 1997 standards as assessed on the STAR assessments through strategic, intentional use of adopted mathematics curriculum. This curriculum includes *Harcourt-Brace* at K-5 and *Holt* at 6-12 along with supplemental adoption materials utilized with targeted identified populations not meeting grade level standards.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Provide standards-based curriculum: • Implement fully *Harcourt Math* K-5, *Holt* 6-Algebra I-12 and adopted high school math courses • Implement strategic use of supplemental curriculum materials with identified at-risk populations • Complete annual inventory of materials and purchase curriculum as needed Align instruction with California Common Core standards: • Provide California Common Core professional development for administrators, instructional coaches and teachers • Continue to provide instruction based on the 1997 standards assessed on the STAR exam until new accountability assessments are in place • Provide professional development through BTSA and CUSD professional development to increase effectiveness in research-based instructional strategies Assess and monitor implementation through: • Weekly classroom visits by site administration • Monthly classroom visits by district administration	Textbook Adoption Committee Director of Curriculum & Instruction Instructional Coaches Site Administration	Inservice for teachers and administrators Purchase of Curriculum Release Time Instructional Coaches Prof. Development Supplies and Materials	$158,839 $ 107,448 $ 7,530 $ 42,067	IMFRP Title I Title II EIA SCE

• Yearly classroom visits by Site Visit team (coaches, district and site administration and teachers) • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see pgs. 16-17) All new teachers will participate in BTSA and/or CUSD professional development focused on standards and instructional delivery of core curriculum.	Timeline: Nov. 2012-Nov. 2017			
2. Use of standards-aligned instructional materials and strategies: Utilize adopted curriculum to: • align instruction with California Common Core standards and 1997 standards on state assessments • develop standards-based pacing calendars • develop standards-based lessons using research-based instructional strategies • teach to the standards-based gaps to meet needs of targeted populations Provide professional development on research-based instructional strategies: • California Common Core State Standards • Ceres Certification of Direct Instruction • CUSD Instructional Norms • Lesson Study • Writing to Learn • Stanislaus County Math Partnership • Differentiation of instruction • BTSA, AB472 and AB430 Assess and monitor effectiveness of instructional materials and strategies through: • Weekly classroom visits by site administration • Monthly classroom visits by district administration • Yearly classroom visits by Site Visit team (coaches, district and site administration and teachers)	Ed Services Staff Site Administration Instructional Coaches School Site Council Teachers	Consultant Release time Prof. Development, Consultants, Supplies and Materials	$158,839 $ 107,448 $ 7,530 $ 42,067	IMFRP Title I Title II EIA SCE

• Analysis of standard-specific student results on state and local assessments • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see pgs. 16-17)	Timeline: Nov. 2012-Nov. 2017			
3. Extended learning time: Provide supplemental intervention curriculum for use with students at risk of not meeting promotion or graduation requirements: • Harcourt and Holt math supplemental intervention materials • CAHSEE Intervention • Standards Plus • English in a Flash • SuccessMaker Provide professional development in research-based instructional strategies to after school and summer school program teachers including: • California Common Core State Standards • student engagement • CUSD Instructional Norms • effective ELD instruction • differentiation of instruction Provide extended learning opportunities to accelerate learning and address gaps in proficiency through: • Supplemental Education Services for at-risk students at designated Program Improvement schools • State pre-school and Head Start programs • full day kindergarten for 2nd and 3rd trimesters • transitional kinder planning for implementation in 2012-2013 • summer school, after school and CAHSEE intervention programs	Asst. Superintendent Student Support Services Ed Options Staff	Staffing Curriculum and Instructional Materials Supplemental Service Providers	$ 107,448 $ 7,530 $ 42,067 $222,803 $ 52,597 $ 251,357	Title I Title II EIA SCE Child Dev. Adult Education ASES

Assess and monitor effectiveness of curriculum implementation, instruction and intervention through: • weekly classroom visits by site and district administration and Ed Options Lead Teachers • analysis of standard-specific student results on state and local assessments	Timeline: Nov. 2012-Nov. 2017			
4. Increased access to technology: Provide curriculum-based technology and technology support for the core math program as well as: • core math technology-based resources • Success Maker • English in a Flash • video to stimulate interest in topics and support core instruction (United Streaming/Discovery Education) • Internet to locate interactive problem-solving activities • Internet video streaming • Mobi pads with response clickers • document cameras Provide professional development in research-based instructional strategies for implementing technology-based curriculum to effectively support core standards-based instruction • California Common Core standards with a technology focus • modeling by technology and instructional coaching staff • training provided by program/technology consultants • CTAP training through Stanislaus County Office of Education Assess and monitor effectiveness of technology integration through: • analysis of program-based assessments and reports to monitor student progress	Ed Services Staff Technology Staff Site Administration School Site Councils	Training Software Computers, Hardware and Software Professional Development, Consultants, Supplies and Materials Licenses and Maintenance Agreements	$ 107,448 $ 7,530 $ 42,067	Title I Title II EIA SCE

• weekly classroom visits by site administration • monthly classroom visits by district administration • yearly classroom visits by CUSD Site Visit team (coaches, district and site administration and teachers) • analysis of standard-specific student results on state and local assessments	Timeline: Nov. 2012-Nov. 2017			
5. Staff development and professional collaboration aligned with standards-based instructional materials: Provide professional development on effective implementation of standards-based curriculum and California Common Core State Standards with a focus on: • adopted core and supplemental curriculum. 95% of teachers and administrators have completed training. Remaining teachers will complete adopted materials training through district or County provided professional development. Administrators complete materials training through AB430 provided by Stanislaus County Department of Education. • California Common Core professional development for administrators, instructional coaches and teachers • 1997 standards assessed on the STAR exam until new state assessments are in place Provide access to ongoing professional development in effective instruction for administrators, coaches and teachers through: • California Common Core State Standards • CCDI Certification for teachers and coaches • Materials training for adopted curriculum • SCOE Coach Network • instructional coaching • Stanislaus County Math Partnership • conferences and workshops • work with consultants • Ceres Summer Institute (CSI) • differentiation of instruction	Director of Curriculum & Instruction Instructional Coaches	Consultant Instructional Coaches Release Time Prof. Development Materials and Supplies	$ 107,448 $ 7,530 $ 42,067 $ 48,100 $ 12,124	Title I Title II EIA SCE SB472 AB 430

• effective ELD instruction • lesson study • Advanced Placement Institute/Workshops • SB472 and ATP training • monthly grade level/department collaboration • district-wide committees with staff representation Assess and monitor effectiveness of professional development through: • session feedback forms • surveys of participants • observation of implementation of learning in classrooms as monitored through classroom visits by site and district administration • Instructional Review Team visits for schools in Program Improvement years 4 and 5 (see pgs. 16-17)	Timeline: Nov. 2012-Nov. 2017			
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Promote meaningful staff, community and parent involvement in decision-making through: • English Learner Advisory Committee (ELAC) • District English Learner Advisory Committee (DELAC) • School Site Council (SSC) • District Advisory Committee (DAC) • PTA/PTC • Parent Institute for Quality Education (PIQE) • Family Engagement Team activities • Parent Advisory and Stakeholder meetings • District staff committees • Classified and Certificated Stakeholder meeting Provide access to important school information through: • district and school websites	Asst. Superintendent of Educational Services Asst. Superintendent Student Support Services Ed Services Staff Director of Curriculum & Instruction Site Administration	Consultant Translation Printing Childcare	$ 107,448 $ 42,067	Title I EIA SCE

• regularly scheduled site-based meetings with the principal • written and oral communication of standards, grade-level expectations and student performance assessment • handouts, newsletters and school communication • Connect Ed phone communication • Infinite Campus parent portal for monitoring of student assignments, attendance and grades • Communication in Spanish and English Assessment of participation levels and effectiveness of activities will be monitored through site reporting to Deputy Superintendent of Educational Services via Strategic Plan evaluation of progress	Timeline: Nov. 2012-Nov. 2017			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Provide auxiliary services for parents and students to include • Community Based English Tutoring (CBET) • Adult school • After school and summer school intervention programs • ASES after school program • Transition activities, including meetings with students, parents and staff (headstart, preschool, elementary, junior high, high school and college) • Supplemental Educational Services are available to at risk students who attend designated PI schools. • GATE summer academy • Support classes in mathematics • CAHSEE intervention	Asst. Superintendent Student Support Services Ed Services Staff Timeline: Nov. 2012-Nov. 2017	Supplemental Services Staffing Instructional Materials Professional Development Materials and Supplies	$ 107,448 $ 42,067 $ 251,357 $ 52,598 $222,803	Title I EIA SCE ASES Adult Education Child Dev.

8. Monitoring program effectiveness:
Teach and monitor the research-based CUSD Instructional Norms through:
• consultants
• conferences
• site leadership
• instructional coaches
 	
Conduct regular site visits to monitor program implementation and effectiveness. Participation through:
• district and site administration
• teachers and instructional coaches
 	
Principals and district administration will use feedback from site visits to determine:
• professional development and support needs to enhance effectiveness
• coaching: through collaboration with teachers to choose a focus strategy, the coach will model and/or observe in the classroom, followed by specific coaching activities to meet the needs of the teachers
• additional resources needed to support staff effectiveness, which may include:
  o videos of classroom teachers and coaches effectively modeling these strategies.
  o additional training during CSI (Ceres Summer Institute) as well as through release time.
 	
Provide professional development and targeted support for specific, research-based needs of subpopulations
 	
Provide support for the analysis of assessment data to all stakeholders including professional development in:
• accessing data directly from Measures and DataQuest
• using data collaboratively to inform instructional
• breaking down standards-based data for significant subpopulations
	Director of Curriculum & Instruction
	
	Ed Services Staff
	
	Student Support Services Staff
	
	Site Administration
	
	Instructional Coaches
	
	Consultants
	
	Timeline:
	Nov. 2012-Nov. 2017
		Prof. Development Materials and Supplies
		
		Research materials
		
		Training materials
		
		Instructional Coaches
			$ 107,448
			
			$ 7,530
			
			$ 42,067
			
			$ 488,890
				Title I
				
				Title II
				
				EIA SCE
				
				IDEA, Special Education

9. Targeting services and programs to lowest-performing student groups: Use adopted core curriculum as well as research-based intervention materials to meet the needs of students at risk of not meeting state standards through: • professional development on research-based strategies for meeting the needs of at risk students • provision of support and collaborative opportunities for general education and special education teachers to provide specialized education for students with disabilities. Monthly department and/or grade level team meetings will include opportunities for teachers to work together to collaborate on the specific math needs of individual students. This will include discussion of student data, work samples and best practices for meeting the needs of students. • provision of site-specific accountability and benchmark data, disaggregated by significant subpopulation • CUSD Pyramid of Interventions with specific data collection and reporting procedures • support classes in ELA strategies, focused on pre-teaching and re-teaching key standards • remediation and credit-recovery classes in after school programs for grades 7-12	Classroom teacher Teachers Instructional Coaches Timeline: Nov. 2012-Nov. 2017	Staff development Supplemental materials Instructional Coaches	$ 107,450 $ 7,530 $ 42,067 $ 488,891	Title I Title II EIA SCE IDEA, Special Education

10. Any additional services tied to student academic needs: Provide additional services to support academic achievement through: • Academic Extended Day and summer school classes for credit recovery • CAHSEE remediation classes • Career Technical education through Academic Pathways • Early-back Kinder and 1st grade programs • After School Education and Safety program • GATE summer academy • Migrant support services for staff, parents and students • Paraprofessional support for targeted at-risk populations	Asst. Superintendent Student Support Services Timeline: Nov. 2012-Nov. 2017	Supplemental Materials Teachers Prof. Development Materials and Supplies	$ 107,450 $ 42,067 $ 251,350 $ 52,597 $ 33,887 $ 74,925 $ 48,020	Title I EIA SCE ASES Adult Education McKinney-Vento 21st Century Career Tech

GOAL

Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

By January 2014, the percentage of English learners learning English will increase from 56% to 57.5%, to move toward state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY

Curriculum

Provide ELD instruction using specific ELD curriculum and strategies:
Language for Learning, Thinking and Writing and Avenues at elementary, High Point at junior high, and Edge at high school all with a focus on ELD and ELA standards instruction.

Filing Cabinet Count	0

ACTION STEP

Curriculum Inventory

Complete an inventory of supplemental curriculum workbooks and purchase additional ELD materials as needed per inventory.

Status	Completed 03/05/2012	Filing Cabinet Count	0
Start-End Dates	05/16/2011 - 08/31/2014		
Timeline Notes	Complete an initial inventory in May and adjust in July and August once class placements are made.		
Persons Responsible	Debra Bukko		

STRATEGY

Instruction

The Ceres Unified School District provides students with appropriately leveled English Language Development instruction based on CELDT level and current student classroom performance.

Filing Cabinet Count	0

ACTION STEP

ELD K-12 Student Placement

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **Instruction**

ACTION STEP **ELD K-12 Student Placement**

Complete assessment of students for initial placement in leveled ELD groups. Student placement will be adjusted throughout the year based on formative assessments to be administered every 2-3 weeks based on the curriculum and every 6 weeks after benchmark testing is completed.

Status	Completed 03/05/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

ACTION STEP **ELD Instructional Strategies**

Strategic use of the CUSD Instructional Norms with a focus on language development needs of English Learners. For example, precision partnering, wait time, sentence frames, think write pair share and writing to learn.

Status	Completed 03/05/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Mary Jones, Cathy Pietanza		

STRATEGY **Assessment and Monitoring**

Review student progress toward making annual progress in learning English

Filing Cabinet Count 0

ACTION STEP **Review Benchmark Data**

Review benchmark data monthly for English Learners to ensure adequate progress; identify areas for focus in instruction.

Status	Completed 03/05/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

ACTION STEP **Review CELDT Scores with Principals**

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **Assessment and Monitoring**

ACTION STEP **Review CELDT Scores with Principals**

English Learner Testing Assistants provide hand scored CELDT results for all students to the principal. Principal will review each student's progress with teachers.

Status	Completed 03/05/2012	Filing Cabinet Count	0
Start-End Dates	11/01/2011 - 01/31/2014		
Timeline Notes	Testing and scoring completed by November 1 of each year. Reviewed with principals and staff immediately afterward.		
Persons Responsible	Cathy Pietanza		

GOAL **Goal 2B: AMAO 2 - English Proficiency**

An increasing percentage of English learners will attain English language proficiency annually.

By January 2014, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 20.1% to 21.4%, to meet state-defined expectations for meeting the CELDT criterion for English-language proficiency.

By January 2014, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 45.1% to 47%, to meet state-defined expectations for meeting the CELDT criterion for English-language proficiency

Filing Cabinet Count	3
Resources and state requirements for this goal Available	3

STRATEGY **Curriculum**

English learners will use grade level standards-based curriculum in core subject areas in addition to English Language Development standards-based curriculum.

Filing Cabinet Count	0

ACTION STEP **Curriculum Inventory**

Complete an inventory of core curriculum and order additional instructional materials as needed, including EL intervention materials as part of core curriculum.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	05/16/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

STRATEGY **Instruction**

The Ceres Unified School District has established research-based instructional norms, a pyramid of intervention and direct instruction certification program which provide a scaffold for English learners to access grade-level core instruction while developing language proficiency.

Filing Cabinet Count	0

ACTION STEP **CUSD Instructional Norms Implementation**

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Instruction**

ACTION STEP **CUSD Instructional Norms Implementation**

Teachers use CUSD instructional norms to check for student understanding and mastery of learning and language objectives.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Monitored through monthly classroom walkthroughs with feedback provided to the teacher by fellow teachers, instructional coaches, the principal and district office personnel.		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

ACTION STEP **Ceres Certification of Direct Instruction**

Teachers use direct instruction training and strategies to plan and deliver lessons with a content and an ELD objective as well as specific accommodations to meet the needs of English Learners.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Monitored through monthly classroom visits and feedback by teachers, instructional coaches, principal and district office personnel.		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

ACTION STEP **Pyramid of Intervention**

Teachers use the CUSD Pyramid of Intervention, with identified strategies specific to English Learners, to provide additional, focused instructional strategies to meet the needs of struggling students.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Teachers work with instructional coaches, program specialists, the site principal and student support services staff to identify the needs of particular students and to provide interventions. Data is collected and reviewed monthly on the intervention effectiveness to monitor progress.		
Persons Responsible	Debra Bukko, Cathy Pietanza		

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Assessment and Monitoring**

Review student progress monthly in attaining English language proficiency.

Filing Cabinet Count	0

ACTION STEP **CELDT Scores**

ELTA prepares a spreadsheet of CELDT scores for students who have received 4 or more years of instruction in U.S. schools, providing key information (e.g. time in program, expected level of proficiency and performance scores). Principal reviews performance data with teachers and they identify instructional strategies and interventions to meet the individual students' needs.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

ACTION STEP **Time in Program Identification and Plan**

On a monthly basis, ELTAs will create and provide to the principal a list of English learners new to CUSD who have been in U.S. schools 4 or more years. This will include the CELDT scores for the students. Principals will work with teachers to identify strategies to best move the student toward language proficiency.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

By January 2014, the percentage of English learners attaining proficiency in reading/language arts will increase from 78% to 89%, as measured by the CST, CMA, CAPA and/or CAHSEE, to move toward state-defined expectations for proficiency in Reading/Language Arts.

By January 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.

By January 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 78.2% to 89.1%, as measured by the CST, CMA, CAPA and/or CAHSEE, to move toward state defined expectations for proficiency in Mathematics.

By January 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

Filing Cabinet Count	3
Resources and state requirements for this goal Available	3

STRATEGY **Curriculum**

Teachers will implement core math and ELA curriculum as well as ELD curriculum, utilizing intervention materials as appropriate for ELs. Intervention materials will include Standards Plus at the elementary and junior high levels as well as the Success for English Language Learners math intervention materials.

Filing Cabinet Count	0

ACTION STEP **Classroom Visits**

Principals and district office personnel will complete monthly classroom walkthroughs to verify curriculum components are being used appropriately to meet the needs of English Learners.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

STRATEGY **Instruction**

Ceres Unified teachers will provide standards-based instruction, using research-based instructional practices, to ensure English Learners have full access to core curriculum while continuing to develop language proficiency.

Filing Cabinet Count	0

ACTION STEP **Vocabulary Instruction**

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Instruction**

ACTION STEP **Vocabulary Instruction**

Teachers will use research-based vocabulary instruction strategies (e.g. response frames, picture cards, physical response, graphic organizers) throughout instruction.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Monitored through monthly classroom walkthroughs with feedback provided to the teacher by fellow teachers, instructional coaches, the principal and district office personnel.		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

ACTION STEP **Language-Rich Academic Environment**

Teachers will use the CUSD Instructional norms, physical response and explicit, direct instruction. They will demonstrate high expectations for student performance through their questioning and use of (formal versus conversational) reading, writing, listening and speaking activities. Teachers will create lessons which include scaffolding and academic vocabulary strategies to help students access rigorous content while building language proficiency.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Monitored through monthly classroom walkthroughs with feedback provided to the teacher by fellow teachers, instructional coaches, the principal and district office personnel.		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

ACTION STEP **Writing to Learn**

Students K-12 will use writing to learn to process thinking and learning as well as to demonstrate mastery of grade level curriculum. Teachers will use responses from English Learners to assess both content mastery and movement toward language proficiency.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Timeline Notes	Monitored through monthly classroom walkthroughs with feedback provided to the teacher by fellow teachers, instructional coaches, the principal and district office personnel.		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Assessment and Monitoring**

Student performance will be monitored to ensure progress toward achieving academic standards in English and math.

Filing Cabinet Count 0

ACTION STEP **Classroom Walkthroughs**

Site administrators and district office personnel regularly visit classrooms to monitor implementation of research-based instructional strategies. Following the visit, the principal will provide feedback directly to teachers in oral or written form.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Libby Holmes, Mary Jones, Cathy Pietanza		

ACTION STEP **Benchmark Review**

Student performance in math and ELA will be monitored through data analysis and data discussions in monthly grade level/department collaborative meetings.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

ACTION STEP **RFEP Monitoring**

Students meeting reclassification criteria are monitored for academic progress for two years following redesignation. Student math and ELA performance data, including CST and standards-based benchmarks, are reviewed at intervals to ensure students are maintaining high academic progress.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

GOAL **Goal 2D: High Quality Professional Development**

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

By January 2014, 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.

January 2014, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.

By January 2014, 100% of teachers of English Language Development will be authorized to teach ELD.

By January 2014, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

Filing Cabinet Count	3
Resources and state requirements for this goal Available	1

STRATEGY **Curriculum**

All CUSD administrators and teachers receive professional development in the components and implementation of ELA, math (including Algebra) and ELD curriculum.

Filing Cabinet Count	0

ACTION STEP **Review and Train**

Staffing will be reviewed annually to ensure all staff using adopted curriculum have received appropriate professional development, especially in the use of the intervention materials designed for use with English learners.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

ACTION STEP **Classroom Walkthroughs**

Principals and district office staff walk through classrooms regularly to ensure adopted curriculum is being used appropriately to meet the needs of English Learners.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2010 - 03/31/2014		
Persons Responsible	Debra Bukko		

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Instruction**

Staff will receive professional development in research-based instructional strategies for English learners.

Filing Cabinet Count 0

ACTION STEP **CUSD Professional Development**

Administrators, paraprofessionals and teachers receive staff development including but not limited to: the stages of language development, using discourse in the classroom, direct instruction for first time learning, conceptual versus procedural knowledge, think write pair share, precision partnering, building academic vocabulary, wait/think time and using writing to learn. In addition to professional development outside of the classroom, teachers have access to CUSD Instructional Coaches who model lessons in the teachers' classrooms as well as observing and providing feedback to teachers. In addition, the coaches facilitate lesson study, with an emphasis on planning and executing lessons with English learners in mind.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

ACTION STEP **EL Shadowing**

Teams comprised of teachers, instructional coaches, site and district administrators visit sites to conduct day-long English Learner shadowing. Data and observations from the site visit are used by site staff to identify areas of need and to modify instructional practices to meet the reading, writing, speaking and listening needs of English learners.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

STRATEGY **Assessment and Monitoring**

Data collection, reflection and discussion are integral parts of Ceres Unified's professional development plan. Staff receive professional development in collecting, analyzing, and using data to inform instruction.

Filing Cabinet Count 0

ACTION STEP **Accessing and Using Data**

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Assessment and Monitoring**

ACTION STEP **Accessing and Using Data**

Teachers and site administrators receive professional development in accessing student performance data from the assessment data system. This data (CST, CAHSEE, CELDT, benchmark) is then used in collaborative discussions regarding instructional practices and student performance.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko, Cathy Pietanza		

GOAL

Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners.

By January 2014, the LEA will improve and increase parent outreach strategies so that 100% of parents are active participants in the education of their children.

Filing Cabinet Count	1
Resources and state requirements for this goal Available	1

STRATEGY

Parent Involvement

CUSD recognizes the value of parent and community participation in the education of every child. To this end, each school has a parent involvement policy which includes ways families can be directly involved in the academic success of their children. This information is provided to families in English and Spanish.

Filing Cabinet Count	0

ACTION STEP

Parent Institute for Quality Education

Each CUSD school hosts the Parent Insitute for Quality Education, which provides classes for parents to equip them with knowledge about the educational system as well as the specific skills needed to help their child succeed in school. Classes are offered in both English and Spanish.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

ACTION STEP

Family Friendly Schools

Each Ceres school has a Family Friendly school team which focuses on welcoming parents to school and involving them in the education process. Based on input from the Family Friendly School team, sites implement activities like literacy nights, math nights, job search skills and newsletters/phone calls so parents have the information needed to assist children with schoolwork.

Status	Completed 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Debra Bukko		

GOAL **Goal 2F: Parental Notification**

The LEA will provide required communications to parents in a timely manner.

By January 2014, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
o identification as EL;
o program placement options;
o program placement notification;
o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
o academic achievement level;
o redesignation information; and
o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY **Parental Notification**

CUSD will provide required communications to parents in a timely manner.

Filing Cabinet Count	0

ACTION STEP **Parent Language**

CUSD will communicate with parents of EL students in a language understandable to the parent and in a timely manner.

Status	In Progress 02/28/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Cathy Pietanza		

ACTION STEP **Program Options**

Parents are informed of program options available to their children.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Cathy Pietanza		

ACTION STEP **Student Placement**

GOAL **Goal 2F: Parental Notification**

STRATEGY **Parental Notification**

ACTION STEP **Student Placement**

Parents/guardians are informed that student placement is based on student language proficiency, academic needs and parental choice.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Cathy Pietanza		

ACTION STEP **Student Progress**

CUSD will communicate with parents through parent conferences, curriculum nights, and district and site advisory committees about student progress in ELD, academic proficiency, grade-level standards, high school graduation program, local assessments and available interventions in ELD, ELA and math.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Cathy Pietanza		

ACTION STEP **Written Communication**

CUSD will ensure that when 15 percent or more of the students at the school speak a primary language other than English, all notices, reports, statements or records that the school sends to parents or guardian are written in the primary language(s) and English.

Status	In Progress 04/17/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2011 - 01/31/2014		
Persons Responsible	Cathy Pietanza		

GOAL **Goal 2G: Services for Immigrant Students**

Not Applicable

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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

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

Each year, CUSD teachers complete a professional development needs assessment. Information from this assessment is gathered and reviewed and summarized by the site administration and then submitted to Educational Services for further review. Ed Services staff review and use the information to guide staff development planning and implementation.

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

Professional Development STRENGTHS	Professional Development NEEDS
Research-based instructional Strategies • BTSA • Instructional Coaching • Ceres Certification of Direct Instruction • Ceres Summer Institute (CSI) • Literacy Standards and implementation of adopted curriculum • BTSA • Adopted Curriculum materials training provided annually for all teachers and administrators new to the district who have not completed the training. • Instructional Coaching Parent and Community Involvement • Family Engagement	• California Common Core State Standards • Accessing and analyzing benchmark assessment data to inform instruction • Using technology in the classroom to support instruction (Infinite Campus gradebook, Measures, United Streaming) • Meeting the needs of diverse learners (GATE, special education, English learners) • Observing and documenting classroom lessons, measuring instructional effectiveness

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

Planned Improvements for Professional Development (Title II)
CUSD provides research-based professional development designed to improve classroom instruction, leading to student achievement.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Provide standards-based professional development activities for: • Effective implementation of adopted curriculum Plan and implement professional development based on: • Individual Professional Development plans completed by each teacher annually • Alignment with the District Strategic plan and the site Single Plan for Student Achievement. • Achievement data determined by local and state assessments	Educational Services staff Site Administration Teachers Timeline: Nov. 2012-Nov. 2017	Instructional Coaches	$ 59,693 $ 31,630 $ 42,067	Title I Title II EIA SCE
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: Assess effectiveness of professional development to ensure application and alignment to content standards. Provide full time instructional coaches to support effective classroom practices that increase student engagement and active participation. Analyze local and state student performance data on local and state assessments, using a district-wide database	Educational Services staff Principals Timeline: Nov. 2012-Nov. 2017	Instructional Coaches Ed Services Staff Measures	$ 59,693 $ 31,630 $ 42,067	Title I Title II EIA SCE

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: Provide specific workshops and coaching to meet the identified needs of teachers working with English learners, students with disabilities and socio-economically disadvantaged students. Provide Instructional Coaches who will coordinate their time and energy to ensure that ongoing support and training benefits those teachers with English learners and socio-economically disadvantaged students, to reduce the expectation gap through differentiated training and instruction.	Educational Services staff Site Administration Instructional Coaches Timeline: Nov. 2012-Nov. 2017	Instructional Coaches	$ 59,693 $ 31,630 $ 42,067	Title I Title II EIA SCE
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: Coordinate professional development activities among Educational Services and Student Support Services staff and develop activities to help teachers: • integrate standards-based curriculum • use effective instructional practices • use assessment to inform instruction • provide positive learning environments • utilize intervention programs effectively • work with student's families	Dept. Superintendent Educational Services Asst. Superintendent Student Support Services Timeline: Nov. 2012-Nov. 2017	Teacher release days Materials Consultants	$ 59,693 $ 31,630 $ 42,067	Title I Title II EIA SCE
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. Staff development days will focus on incorporating core research based practices, instructional norms, and the Ceres Certification of Direct Instruction essential elements, in the standards based curriculum as aligned with the District strategic plan for student achievement.	District and Site Administrators Instructional Coaches Teachers	Instructional Coaches Teacher Release days Consultants	$ 59,693 $ 31,630 $ 42,067	Title I Title II EIA SCE

B. Instructional coaches will provide ongoing classroom support and monitoring of effective practices after initial workshops or inservices. C. Teachers will have the training and coaching support available to work toward Ceres Certification of Direct Instruction. This will be done based on individual and site needs. D. The instructional coaches will work with lesson study cohorts. Grade level teams will collaboratively design, teach, and reflect on standards-based lessons. E. Training will focus on increasing staff knowledge of effective strategies and programs for English Learners and low income students. F. Administrative professional development will combine the leader's role in supporting standards implementation, organization and management for continuous improvement, and addressing the needs of diverse needs of students. G. A calendar of professional development activities will be published and updated continuously. This will be made available on the District website. H. Each school site will submit a summary of proposed staff development activities to the Educational Services Department. They will be reviewed by the Assistant Superintendent of Educational Services to verify that they relate to the school site plan and the District strategic plan. The individual plans will be checked to ensure they match needs assessments and teacher surveys.	Timeline: Nov. 2012-Nov. 2017	Materials Performance Contracts		
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: Coordinate technology related professional development between the Educational Services Division and the Coordinator of Technology to ensure the three year District technology plan and the District strategic plan goals are met. Integration of technology will be linked to the standards based	Director of Curriculum and Instruction Coordinator of Technology	After school performance contracts Stipends for teachers on special assignment	$ 59,693 $ 31,630 $ 39,352	Title I Title II EIA SCE

curriculum and will address staff needs to assist students in meeting or exceeding the State academic achievement standards. The Educational Services Division will meet with the District Technology Coordinator to monitor, review, and assess the professional development activities offered to staff. Professional Development will follow the district TECH plan goals as well as the district strategic plan goals for integrating technology into curriculum and instruction.	Timeline: Nov. 2012-Nov. 2017			
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.): The staff in the Educational Services and Technology Departments will meet regularly to ensure that technology is integrated and linked to the standards based curriculum. Staff will review current technology available to assist students in meeting or exceeding the State academic achievement standards as well as professional development needs for staff. Professional Development will follow the district TECH plan goals as well as the district strategic plan goals for integrating technology into curriculum and instruction.	Director of Curriculum and Instruction Timeline: Nov. 2012-Nov. 2017	After school performance contracts Stipends for teachers on special assignment	$ 59,693 $ 31,630 $ 39,352	Title I Title II EIA SCE
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: The Educational Services Department meets regularly with the management team and instructional coaches to evaluate and plan staff development. Evaluate annually the needs of the staff and make recommendations for professional development activities to: • improve teacher and principal knowledge and skills • provide organizational support for improved teaching and learning • increase teacher and principal use of knowledge and skills	Educational Services Staff Director of Curriculum and Instruction Management Team Instructional Coaches	Online survey subscription Instructional Coaches	$ 31,630	Title II

• lead to an improvement in student achievement Regular and ongoing assessment of staff development activities will occur during the school year Utilize online surveys to gain an understanding of staff development needs for the Ceres Summer Institute and other professional development. Annually, each site administrator has each teacher develop an individual staff development plan to meet the needs of that staff member. The plan is linked to the single school plan for student achievement and the school site strategic plan. Both of these plans must be aligned to the district strategic plan.	Timeline: Nov. 2012-Nov. 2017			
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. Ceres Unified School District professional development plan will be aligned with the California Standards for the Teaching Profession (CSTP). Staff development activities will support all six of the CSTP, and will include, but are not limited, to the following activities: • Direct Instruction • Lesson Study • CUSD Instructional Norms-student engagement strategies. • Effective reading comprehension strategies in support of expository or informational text • Effective writing strategies for the California Common Core State writing standards. • Classroom management strategies and skills. • Vocabulary strategies to improve student achievement in reading	Educational Services staff Director of Curriculum and Instruction Principals Teachers Paraprofessionals	Instructional Coaches Release Time Staff Development Materials and Supplies Technology – computers, software, presentation devices	$ 59,693 $ 31,630 $ 39,352	Title I Title II EIA SCE

and other academic content areas. • Effective implementation of newly adopted standards based textbooks and curriculum. This will include math, language arts, science and social studies. • Integration of technology into teaching and learning. • Integration of the visual and performing arts into the curriculum. • Analysis and use of assessments for improving classroom instructional decision making. • Differentiated instruction for students, including English Learners, GATE, special needs students, 504 students, and students identified as at risk of failing to meet grade level content standards. • Effective leadership roles and responsibilities to enable administrators to act as instructional leaders at the site. The professional development activities will be aligned to the goals outlined in the district strategic plan, and will also be aligned with current year adoptions of standards based textbooks and curriculum.	Timeline: Nov. 2012-Nov. 2017			
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Support all teachers who are not currently highly qualified to obtain the required certification through the local colleges and universities as well as local test preparation for teachers in order to obtain proper credentialing. The district will develop a plan for each teacher who is not highly qualified to enter into an intern program or other State approved program to ensure they meet the definitions provided by NCLB by the timelines indicated. New teachers will be hired in the future based upon proper credentialing and the requirements stated under section 1119 in the NCLB.	Asst. Superintendent of Personnel Asst. Superintendent of Educational Services Educational Services staff Timeline: Nov. 2012-Nov. 2017	Consultant fees CSET Test preparation materials and fees	$ 59,697 $ 31,630 $ 39,352	Title I Title II EIA SCE

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

Environments Conducive to Learning (Strengths and Needs):
CUSD environments promote and support students physically, socially, emotionally, intellectually and psychologically.

STRENGTHS:

- Safe school plans highlight positive school environments and implementation of Safe and Civil Schools at every site
- District wide focus on student engagement strategies in classroom, ensuring all students have access to grade-level, standards-based curriculum in environments conducive to learning
- Preventative curriculum is provided to all students to ensure students learn research-based strategies to make healthy choices

NEEDS:

- Professional development on current research-based curriculum and instructional methods for effective decision-making
- Formal and informal surveys and data collection to assess current health and safety issues and needs for all sites.

ACTIVITIES:

- District wide focus on student engagement strategies in classroom, ensuring all students have access to curriculum and are actively engaged in the learning process
- Conduct surveys, collect data and analyze results to monitor and adjust programs to meet the needs of students and families.

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
All sites actively participate in drug and alcohol prevention activities and learning programs. Red Ribbon Week along with *Every 15 Minutes* at secondary sites are in place to ensure students are taught the strategies and critical thinking skills to make safe decisions. Administrators and school staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach. The District has developed strong collaborative relationships with child-serving community agencies to develop necessary school-based support services. • Center for Human Services Student Assistance Specialists are provided at targeted K-8 schools. • Center for Human Services Student Assistance Specialists are trained to deliver TAP and TEG curriculum to ensure students who use tobacco products are provided with an opportunity to learn the harmful effects of tobacco and cease use of these products. • Referrals to Sierra Vista Family School Counselors are provided to students in need • Through our Ceres Collaborative, quarterly agency/school meetings are conducted to review agency staff services. • Counseling services are provided at all 7-12 schools to ensure all students receive proper academic, social, and psychological support. The District conducts a biannual analysis of CHKS data to assess student needs and	Dropout prevention continues to be an area of need. District and site staff evaluate, identify and implement new programs and activities to reduce dropouts and increase graduation rates. Increase opportunities for students to participate in decision-making processes and to have a voice in school climate issues. Site Prevention Coordinators need time training and resources to assist teachers in the implementation of anti-alcohol, tobacco, drugs and violence curriculum. Increasing the use of individual site data from CHKS as a tool to promote awareness and involvement.

provide appropriate prevention, intervention, support and enforcement services. • The District provides school nurses and Health Clerks who are stationed at all K-12 schools to ensure student health needs are met • The District staff annually reviews each site's school safety plan to guide each school in planning, implementing, and maintaining a safe school environment. • The District provides a comprehensive K-12 Drug, Alcohol, Violence, and Tobacco Prevention program at each grade level to ensure students learn the dangers of using or abusing dangerous substances. • The District implements a K-12 Life Skills and Work Success program, which includes individual student Character Education Recognition Awards. Life Skills recognition programs provide students with intrinsic and extrinsic rewards to foster good citizenship. Life Skills and Work Success posters are displayed at all K-12 schools. The Diversity Team explores programs and services to ensure staff are focused on closing the achievement gap by addressing the needs of all students. Crises Response Team has implemented a partnership with Behavioral Health and Recovery Services, and Ceres Police Department to ensure students who threaten to harm themselves, other students, or staff are assessed in a timely fashion and referred for appropriate intervention. Counselors, psychologists, and administrators receive training in recognizing warning signs of at-risk behavior and in referring students for appropriate intervention. The District provides Student Study/Success Teams at all K-12 schools to ensure students who have learning, psychological, or social	

problems are assessed and referred to appropriate on-site and community agency resources. The research-based Project Alert substance abuse prevention curriculum is being piloted for all junior highs to teach students the harmful effects of drugs, alcohol, and tobacco. The Caring School Communities program is being implemented at each elementary school in the district. Healthy Start Programs are provided at all K-6 sites to link students and families to necessary medical, psychological, and social services at the school or in the community. Peer Mediation programs are available for use at K-8 schools to provide academic and social peer support. After School Education and Services (ASES) Programs are provided at all K-6 and one 7-8. Programs include recreational activities, mentoring, cultural activities, and tutoring. Sober Graduation and the Every 15 Minutes activities are provided at CUSD high schools. School Safety Drills are in place to improve safety practices at all schools. School clubs and activities are provided at all schools to provide students with positive, wholesome activities. Sports, dances, field trips, rallies, and carnivals provide students with positive activities and parents an opportunity to attend school functions. Health and Safety Fairs are provided at K-12 schools each year to link parents and students to resources from over 25 community agencies. Red Ribbon Week Activities are provided at all K12 schools to encourage students to leave a safe drug-free lifestyle.	

Awards, honors, and recognition programs are provided at all K-12 schools to encourage students to achieve academically, attend school regularly, and follow the student conduct code. The Renaissance Program is provided at CUSD junior high schools. Ethnic celebrations are provided at all K-12 schools to help students gain an appreciation of the great diversity of the Ceres Unified School District student population. Business Partnerships are in place at all K-12 schools to link businesses to schools. Programs support learning by fostering academic achievement. Drug Free/Gun Free Zone signs are posted in high-risk communities to deter criminal activity in or about schools. The District has developed and implemented a strong and well-publicized K-12 Code of Conduct to inform students and their parents to student behavioral expectations. Fenced campuses and closed parking lots improve safety and security at K-12 schools. Administrators are in-serviced regarding Ed Code 48900 and teachers are notified of students who have committed a violent act. **Bullying Prevention and Enforcement** "Seth's Law" is a new law that strengthens existing state anti-bullying laws to help protect all California public school students. Seth's Law requires public schools in California to update their anti-bullying policies and programs, and it focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability and religion. CUSD is aware of the seriousness of bullying and in compliance with Seth's Law. CUSD policy specifically prohibits discrimination, harassment, intimidation, and bullying based on these actual or perceived	

characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Trainings for staff, students, and parents have been developed to insure compliance with the new law. These new trainings along with additional information can be found on our CUSD website at the following link: http://www.ceres.k12.ca.us/StudentServ/child-welfare-attendance **Students Speaking Out** All Schools in the District have incorporated Students Speaking Out, a program specifically designed so students can provide authorities with information anonymously. The **Students Speaking Out** Program empowers students to play a part in keeping their own schools and communities safe. It encourages students to tell someone when they know about dangerous and illegal activities at school and provides a way to do this without fear of reprisal or retaliation. The program allows students and others to anonymously report crime or the threat of a crime to the Crime Stoppers Tip Line. The report can be submitted by phone, by text, email or online report. The caller can also have direct communication back and forth with the Student Speaking Out tip line using the same tools. The following link can provide more infroamtion regarding this program: http://www.stancrimetips.org/campus/	

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: 5/15/2011 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: 5%	5th 4% 7th 21%	5th 5% 7th 5 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: 2%	7th 8% 9th 12 % 11th 11 %	7th 2 % 9th 2 % 11th 2 %
The percentage of students that have used marijuana will **decrease** biennially by: 2%	5th 1 % 7th 21 %	5th 2 % 7th 2 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: 3%	7th 20% 9th 32% 11th 30%	7th 3% 9th 3% 11th 3%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 2%	7th 13% 9th 22% 11th 15 %	7th 2 % 9th 2 % 11th 2%

The percentage of students that feel very safe at school will **increase** biennially by: 3%	5th 49% 7th 18 % 9th 19 % 11th 29%	5th 3% 7th 3% 9th 3% 11th 3%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 3%	7th 21% 9th 22% 11th 9%	7th 3% 9th 3 % 11th 3%
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 5% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	13%	5%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: 5/15/2011** **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: 3%	5th 53 % 7th 27 % 9th 22% 11th 32%	5th 3 % 7th 3 % 9th 3% 11th 3%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: 5%	5th 55% 7th 42 % 9th 32% 11th 38%	5th 5% 7th 5% 9th 5% 11th 5 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: 4%	5th 15 % 7th 11% 9th 13% 11th 14 %	5th 4% 7th 4% 9th 4% 11th 4%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: 4%	5th 56% 7th 42% 9th 30% 11th 38%	5th 4% 7th 4 % 9th 4% 11th 4 %

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

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

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
N/A						

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
x	After School Programs	ATOVD	K-12
x	Conflict Mediation/Resolution	V	K-12
x	Early Intervention and Counseling	ATOVD	Pre-K to 6
	Environmental Strategies		
x	Family and Community Collaboration	ATOVD	K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
x	School Policies	ATODV	K-12
	Service-Learning/Community Service		
x	Student Assistance Programs	ATODV	K-12
x	Tobacco-Use Cessation	T	K-12
x	Youth Development, Caring Schools ,Caring Communities	ATODV	K-6
	Other Activities		

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

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

☐

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

Data analysis of the CHKS resulted in the implementation and/or expansion of student support services to all CUSD students and families. School safety is dependent upon students feeling safe and secure on the way to and from school, in addition to the time they are on campus. CUSD staff provides curriculum-embedded programs to assist students in conflict mediation/resolution and communication skills in addition to the dangers of drug, alcohol and tobacco use. After school programs provide a safe and nurturing environment for students after school so they have a safe place to be outside of school hours.

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, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District conducted CHKS in 2009 and will continue to use this instrument every year as required. Resiliency modules will be added during the 2009-2010 school year.

School and agency staff review the effectiveness of the CUSD's alcohol, tobacco, other drugs, and violence prevention programs looking at both district-wide and individual school trends and the specific strengths and needs of each site annually.

CUSD staff conducts annual site visits to review the implementation of school-based agency staff.

Healthy Start staff collect information regarding the number of support services provided to students and parents.

Staff collect information regarding the number of students served and staff satisfaction with services provided. This data is used to evaluate programs, and successful programs are replicated; programs that are not producing expected results are modified or eliminated accordingly.

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.

CHKS results will be disaggregated by topic and school and discussed at District cabinet meetings. A written report incorporating CHKS tables will be prepared by the Coordinator of CWA at the end of each survey year. Ceres Community Collaborative meetings will be the venue for publicly reporting progress toward attaining performance measures.

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])

SDFSC funded program services are provided to at-risk students. Students' financial, social, emotional, and academic needs will be considered. Mobility and dropout rates are also taken into consideration. Ceres Police Department and Stanislaus County Sheriff's and Probation Department crime-data are also reviewed to ensure support services are provided to high-risk communities.

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.

CUSD and DFS & C funded alcohol, tobacco, other drugs, and violence prevention programs are integrated with other CUSD federal, state, and local prevention programs such as After School Programs and Healthy Start. Schools are targeted based on poverty, mobility, number of students enrolled, CHKS data, etc. The Assistant Superintendent of Student Support Services meets regularly with State and Federal program Coordinators to blend programs and services into a seamless delivery system of support for all students.

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

Parents are involved in CUSD on many levels, such as serving on advisory panels, planning and designing programs, implementing strategies, and as classroom volunteers. Opportunities for parent involvement include: Family Friendly Schools, Health and Safety Fairs, Parent Institute for Quality Education, School Site Councils, Parent Clubs, School Safety Committees, Student Study Teams, SARB, Conduct Codes, media publications, community-wide events (Red Ribbon week, FNL, etc), and other school-based activities. Parent education programs are provided in both English and Spanish.

Parent notification procedures include distribution of K-6 and 7-12 conduct codes, parent consent for students to take the CHKS, and regular communication in both English and Spanish from the schools.

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

Ceres Unified School District provides services to pregnant and parenting teens at Ceres High School and Central Valley High School and the Teen Parent Center at Argus High School. Status of teen parents is assessed and individual counseling is provided by school counselors and school nurses. School nurses refer teen parents to Health Services Agency for AFLP case management services. Pregnant and parenting students are referred to CSA Cal-Learn programs via Cal-Safe and Teen Parent program staff. Healthy Start staff provides the programs to teens who are parents of 0-5 year old children. Pregnant and parenting teens are referred to TEG and TAP programs as necessary for cessation services.

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

Position/Title	Full time equivalent
District Nurse	.10

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 **(High School Graduates)**	Students begin the transition to high school during their 8th grade year. High school learning directors and teachers work with students to develop high school four year plans to ensure every student has the opportunity to meet high school graduation and A-G college requirements.	All students	Administrative Staff Learning Directors	CDE graduation rates	GF Title I EIA SCE

5.2 **(Dropouts)**	Student grades are regularly monitored and interventions are put into place for struggling students. This may include support classes for math and English and after school tutoring in addition to referrals to outside agencies for additional support. Learning Directors and teachers meet with struggling students to form connections and to provide encouragement in developing positive academic behaviors. Students who do not pass the CAHSEE in 10th grade are placed in CAHSEE Intensive Instruction courses	At-Risk Students	Administrative Staff Learning Directors	CDE graduation rates	GF Title I EIA SCE CAHSEE Intensive Instruction
5.3 **(Advanced Placement)**	High schools provide AP courses in English, Math, Science, Social Studies and Modern Languages. These courses are open to all students. Active recruitment of students based on grades, performance data and teacher/parent referral takes place.	All students	Administrative Staff Learning Directors	AP Test scores	GF

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	In addition to the most recent census data, as part of the registration process, all families are provided with an application for the Free/Reduced Price Lunch program. All Ceres Unified schools fall within the poverty percentage based on the above criteria and, therefore, receive schoolwide Title I funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All schools receive Title I funding based on the percentage of those who qualify for free and reduced lunch.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who	Each school reviews formative and summative student assessment data to assess level of mastery of state standards. Based on this information, Ed Services provides professional development in effective methods and instructional strategies based on research. CUSD Instructional norms and CCDI certification programs are an example of such professional development which are based on proven strategies that address the needs of all learners. In addition to core curriculum, interventions are provided for struggling students both within the school day and through after school and summer school programs. Positive transitions between grade levels are important to ensure success for students. These transitions are part of the CUSD Strategic Plan. CUSD actively recruits and works to retain highly qualified, effective instructors at all schools. Involving the families in the education of children is a priority for Ceres schools. Each school has a Family Engagement team and offers a Parent Institute for Quality Education.

experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	N/A

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	N/A
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	• The Single Plans for Student Achievement is revised annually with input from School Site Council. The planning process includes review of performance data and goals. SPSA's are aligned with the LEA's Strategic Plan. • Local and state data is analyzed (CST, CAHSEE, CELDT, benchmark exams, surveys, etc). Sites have Central Office "data partners" who aide in the use of data for program improvement. • Staff development days will focus on incorporating core research based practices, instructional norms, and the Ceres Certification of Direct Instruction essential elements, in the standards based curriculum as aligned with the District strategic plan for student achievement. Instructional coaches will provide ongoing classroom support and monitoring of effective practices after initial workshops or inservices. Teachers will have the training and coaching support available to work towards their Ceres Certification of Direct Instruction. This will be done based on individual and site needs. The instructional coaches will work with lesson study cohorts. Grade level teams will collaboratively design, teach, and reflect on standards-based lessons. Training will focus on increasing staff knowledge of effective strategies and programs for English Learners and low income students. • Each site principal meets with CUSD Cabinet to review budget and proposed expenditures to ensure the school's resources are used effectively.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	A letter is sent to parents of students attending PI schools each fall notifying them of their school's PI status. This letter also defines the options to parents regarding Public School Choice and Supplemental Educational Services. Information is available about School Choice and SES on the CUSD parent webpage. Two SES information meetings are held, one in the fall and one in winter. Applications are made available at the schools and with community partners, such as the community center and other local churches or agencies.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	All students who attend a school in PI are eligible for Public School Choice and are provided with eligible options for transferring. Parents must apply within a given window of time. If a child attends a school that is in Year 2 or above in Program Improvement and qualifies for free or reduced lunch, he/she is eligible to receive Supplemental Educational Services. Services are prioritized to students who have qualified for free or reduced lunch and scored Below Basic or Far Below Basic on a part of the STAR test.

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The district will support all teachers who are not currently highly qualified to obtain the required certification through the local colleges and universities. The district will also support local test preparation for teachers in order to obtain proper credentialing. The district will develop a plan for each teacher who is not highly qualified to enter into an intern program or other State approved program in order to ensure they meet the definitions provided by NCLB by the timelines indicated. New teachers will be hired in the future based upon proper credentialing and the requirements stated under section 1119 in the NCLB.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	CUSD recognizes that parent participation is a key factor in student success; thus, CUSD will promote the continued implementation of the Family Friendly Schools program. Through this program, schools will utilize parent surveys and interviews to identify roadblocks for parent involvement. Based on the information received from parents, schools will adjust and modify practices to encourage parents to become active participants in their child's education. In conjunction with Title I programs, family engagement through Family Friendly

	Schools will also be enhanced by providing a Parent Institute. The Parent Institute will provide opportunity for parents to learn various home structures and activities to promote student success. Parents will learn how to create regular procedures for students and questioning strategies, among other important learning for parents working to become more active participants in the child's education. Parents will be provided the opportunity to develop an understanding of grade level expectations. CUSD will continue to promote meaningful parent involvement through committees such as ELAC, DELAC, School Site Council, and PTC/PTA. The committees allow parents to participate in the decision making process. Individual sites will continually explore means to increase parent involvement in school events and activities. This is specifically addressed in their recently revised Single Plan For Student Achievement. Connect Ed is a phone service that gives parents access to important school information. Infinite Campus portal provides student and parent access to the student's assignments, attendance, grades and other information. The district will continue to provide written communication in both English and Spanish. Translators are provided as needed.

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.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Educational Services and Educational Options divisions work together and with school sites to ensure programs are provided efficiently to maximize resources and increase effectiveness for students. Management and program meetings are used strategically to ensure articulation and communication between programs. For example, quarterly data meetings are held during which student performance data is examined and professional development needs are assessed. This data is broken down into subpopulations, for example, special education, English learners, Migrant students and students at risk of retention. Curriculum and instruction needs are reflected upon and plans are made to ensure students can be successful in both the core curriculum and the 21st Century learning needs of today's students.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

- *Appendix A: California's NCLB Performance Goals and Performance Indicators*
- *Appendix B: Links to Data Web sites*
- *Appendix C: Science-Based Programs*
- *Appendix D: Research-based Activities*
- *Appendix E: Promising or Favorable Programs*

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

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

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

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.
    - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
    - A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

<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.)

Other

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

SIGNATURE PAGE

_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date