

**DELANO JOINT UNION  
HIGH SCHOOL DISTRICT**

**Local Education Agency Plan  
(LEAP)**

**Developed by**

**Educational Services Office**

**June 23, 2015**

## Elementary and Secondary Education Act Corrective Action

Please submit the suggested plan template by uploading the completed plan to [www.cais.ca.gov](http://www.cais.ca.gov). Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and the budget summary for federal and state categorical programs.

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**LEA Plan Information:**

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

County/District Code: 15-63412

Dates of Plan Duration (a three- to five-year plan): 2013-2014 through 2017-2018

Date of Local Governing Board Approval:

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**District Contact Information:**

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District Superintendent: Rosalina Rivera

Address: 1720 Norwalk Street

City: Delano

Zip code: 93215

Phone: (661) 720-4100

Fax: (661) 721-9390

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**Certification:** (Retain original signatures on file in the district office.)

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**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Rosalina Rivera

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Printed or typed name of Superintendent

Date

Signature of Superintendent

Art Armendariz

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Printed or typed name of Board President

Date

Signature of Board President

## District Profile

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

Delano Joint Union High School District is located at 1720 Norwalk Street and has a total enrollment of 4235 (CBEDS 2014) with approximately 1307 ninth, 948 tenth, 971 eleventh, and 977 twelfth grade students with 31 ungraded special education students in our Severely Handicapped Program. Based on the 2012 Census Poverty Data, it is estimated that 42.25% of the Delano Joint Union High School District students live in poverty. Delano Joint Union High School is comprised of three comprehensive high schools, one alternative school, and one adult school. Delano Joint Union High School District employs over 400 staff members district wide. All staff provides academic and emotional support to our students. We have additional support staff such as the school nurses, school psychologists, resource officers, and student affairs specialists to assist students with social, emotional, discipline, and attendance problems.

The educational staff in our district is committed to providing its students with a rigorous, above standards education that will help our students experience academic success. The Professional Learning Communities within our schools are committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

Delano Joint Union High School District continues to model a rigorous, standards-based curriculum. Within our district, we have an awarded National Title I School, the three comprehensive high schools recognized as America's Best High Schools by US News & World Report, and in 2014 Valley High School earning recognition as America's Best High school. In addition, two comprehensive high schools are award winning California Distinguished Schools and Cesar E. Chavez High school as a Title I Academic Achievement Award School. As the CSTs sunset, all three comprehensive high schools achieved a decile 10 similar school ranking. Similarly, all four high schools in the Delano Joint Union High School District are fully accredited by the Western Association of Schools and Colleges.

Our district is committed to providing our students with superior standards-based instruction. With the implementation of the Smarter Balanced assessments, we are implementing curricular and instructional changes that support and improve student learning. Our teachers have worked extensively on aligning curriculum to the Common Core State Standards (CCSS) for English and mathematics as well as the Next Generation Science Standards (NGSS) and the National Curriculum Standards for Social Sciences. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21<sup>st</sup> century readiness for every student. Twenty-First century standards, assessments, curriculum, instruction, and professional development

must be aligned to produce a support system that produces 21<sup>st</sup> century outcomes for our students. In addition, DJUHSD has expanded the number of career pathways to ensure our students are college or career ready. These pathways include construction, Ag science, Ag mechanics, education pathway, home economics, health care, welding, engineering, business and legal services.

District Mission Statement:

At the Delano Joint Union High School District, students will attain daily academic success through superior sequential standards based instruction.

District Vision:

Each DJUHSD professional learning community family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

District Goals:

**TEACHING AND LEARNING:** To collaboratively support quality research-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.

**ENRICHMENT:** To provide enrichment opportunities that promote academic, social, and emotional development.

**ACHIEVEMENT:** To promote superior academic results, the DJUHSD Board of Trustees, administrators, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

**MODEL:** To effectively model our mission and vision, every team member will exemplify *character, loyalty, and excellence*.

**Enrollment:**

<b>Table 2: Racial/Ethnic Breakdown</b>		
<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>% of Students</b>
African-American	29	.66
American Indian or Alaska Native	3	.06
Asian-American	31	.7
<b><i>Filipino-American</i></b>	<b>461</b>	<b>10.9</b>
Hispanic or Latino	3625	85.6
Pacific Islander	3	.06
White (Not Hispanic)	73	2

Two or more races/not reported	10	.02
<b>Total Number of Students</b>	<b>4235</b>	<b>100</b>

### **Summary Analysis of the Needs Assessment**

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

A needs assessment analysis is conducted annually and reviewed by the district Curriculum and Instruction committee and correlated to the single school plan for student achievement for each of the school sites. The needs, goals, and objective are also developed and reviewed with key stakeholders that include teachers, staff, parents, students, parent advisory groups and community members. The data analyzed includes Star 2013, CAHSEE, CELDT, CST Life Science, reclassification rates, EAP, ACT, SAT, and AP assessments. The data was broken down by subgroups, grade levels, subjects and school sites. Once the data was collected it was analyzed for achievement gaps and academic performance among subgroups as well as local and state averages. The following is a summary of the needs analysis findings.

#### **Star 2013**

**English Language Arts (ELA):** District wide there is an achievement gap in the English Learner subgroup at all three grade levels in language arts. In the Hispanic subgroup there is an achievement gap in English language arts in grade eleven at both Program Improvement (PI) schools. In regards to CMA's there was a decline of proficient or higher, 2012 to 2013, of 8% in grade 10 and 5% in grade 11. On the EAP there is a decline in college ready and conditionally college ready students for both PI schools.

**Mathematics:** This year our district exceeds the state percent in proficient or higher in Algebra I and geometry. In the subjects of Algebra II and summative mathematics, our district exceeded the state percentage with the exception of the English learner subgroup. In comparing local performance, there is an achievement gap in the English learner subgroup at DHS and CCHS (CCHS is well above the state average) among subgroups. District wide, CMA algebra proficient rate dropped 26% at the tenth grade level. While our schools maintained above state proficient levels, DHS experienced a decline in overall average scores in Algebra I and Algebra II in grade 11 and RFK additionally experienced a decline in Algebra I grade 11 and Algebra II grades 10 and 11. On the EAP, DHS experienced a decline in the number of college ready and conditionally college ready, while both RFK and CCHS declined in the number of students ready for college.

## CAHSEE 2014

**English Language Arts:** Two of our comprehensive high schools' proficient rates are above the state percent. The Annual Yearly Progress (AYP) 2014 declined at CCHS and RFK school wide and among all subgroups. Delano High School's proficient rate increased school wide and among all subgroups. In comparing local performance, there is an achievement gap among in the Hispanic subgroup compared to the Filipino at DHS and RFK, and the achievement gap with the English learner subgroup continues to exist. In analyzing the data for targeted instruction, we found that DHS and RFK are slightly below the state averages in the following strands: word analysis and vocabulary, reading comprehension, and literary response and analysis. With regards to AMAO 3, only one of our schools made gains from one year to the next.

**Mathematics:** The March 2014 CAHSEE indicates all subgroups are above the state average in passing and proficient rates. For 2014, two of our schools experienced a decline in proficient rates. With regard to AMAO 3, one of our schools made gains from one year to the next. However, an achievement gap continues with the English learner subgroup in comparison to all other subgroups.

## CELDT

Our district continues to surpass the goals for AMAO 1 and 2. We will continue to work on achieving AMAO 3 district wide. The primary area of need has been identified in regard to the CAHSEE EL subgroups.

## Reclassification

For the 2013-14 school year, the district reclassification rate exceeded both the state and county rates. However, two of our comprehensive high school's reclassification rates are below the State and County rates.

For the 2014-2015 school year, the LEA has implemented the following process for reclassification that includes, but is not limited to

- (a) assessment of English language proficiency using CELDT;
- (b) assessment of English language proficiency, using the CCSS final examination benchmark ELA (70% or higher);
- (c) special Education moderate/severe English language proficiency using VCCALPS (overall score of 50 or higher) administered by the special education teacher;
- (d) special Education mild/moderate assessment of English language proficiency may use Woodcock-Johnson (overall score of 195 or higher) as an alternate assessment as the LEA transitions to the Brigance assessment in the upcoming year;
- (e) teacher evaluation, including but not limited to, a review of the student's curriculum mastery;
- (f) parent opinion and consultation during the reclassification process;
- (g) those students whose overall performance level is in the upper end of the intermediate level also may be considered for reclassification if additional

measures determine the likelihood that a student is proficient in English (Appendix C); and,

- (h) for students scoring below the cut point, other factors will be used to determine reclassification such as, but not limited to: CAHSEE scores, English grade(s), years in the U.S. educational system.

The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

The LEA maintains, in the pupil's permanent record, documentation of the following:

- language and academic performance assessments,
- participants in the reclassification process, and
- the reason for deciding upon reclassification.

### **AP Passing Rates**

In 2014, the AP passing rate increased 29.5%.

### **Graduation Rates**

The graduation rate for our district and schools is above the 90% state target.

### **Dropout Rates**

All comprehensive school sites in our district have significantly low dropout rates in comparison to state and county levels.



## **Local Measures of Student Performance**

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to

- a. Determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards.
- b. Assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum.
- c. Determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards.
- d. Identify students who may be at risk for reading failure or who are having difficulty reading.

## **Local Measures of Student Performance**

The District's efforts have been to align core curriculum and assessments to the state academic content standards in preparing our students for the California Assessment of Student Performance and Progress. The LEA established cohorts with highly qualified individuals in each subject area. Each cohort is led by a qualified subject matter administrator and site lead teachers. The district cohorts work collaboratively to develop common local measures of assessment and to align curriculum to the CCSS, Next Generation Science Standards, and the National Curriculum Standards for Social Studies. All assessments and curriculum development are aligned to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. These cohorts meet at least once a week to refine and modify assessments and curriculum to meet student needs.

Our progress by department includes the following:

The local assessment protocol for English Language Arts, English Language Development (ELD), mathematics, science, and social studies departments consists of both formative and summative assessments. In addition to the teacher-generated formative assessments used to assess mastery of daily lesson objectives, there are site-based assessments (FACS) and finals, and district-wide assessments (benchmarks). FACS are formative assessments administered approximately every two to three weeks and used to inform instruction. FACS are designed with a spiraling effect

where students are assessed on prior information learned in addition to new information with mastery as well as retention being a central focus.

### **SUBGROUPS:**

**English Language Learners, socio-economically** disadvantaged, and **ethnic** subgroups participate in the core curriculum. The curriculum materials used by these subgroups are aligned to CCSS, as mentioned earlier. During the common core curriculum alignment process, teachers and administrators have developed and selected supplementary instructional materials for each course, which contain lessons and instructional formats to address the needs of all students (i.e., graphic organizers, specific instructional strategies, alternate methods of instruction, SDAIE strategies, etc.) Supplementary materials such as software and instructional materials are aligned to the CCSS. Some are aligned to off-grade level standards providing a continuum.

The majority of the **Special Education** students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 60% to 80% of the time. Courses offered by the RSP teachers are aligned to ELD and Language Arts CCSS. The Individualized Educational Plans (IEP's) of our Special Education students are tailored to meet the needs of each student. Curriculum in the Special Day classes is aligned to state standards as prescribed by the IEP.

**Gifted and Talented** students also have access to the academic core. Students are provided with Pre-AP and AP instruction and curriculum. Local assessments in the PRE-AP and AP classes include FACS, benchmark assessments, finals, and AP practice examinations. Students are immersed with instruction that promotes critical thinking and problem solving, communication, collaboration, and creativity and innovation.

## **Goals, Strategies and Action Steps**

In the space below each goal title

- 1) Provide a description of the LEA's specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
- 2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
- 3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

### Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies, and actions of the Plan. Per Education Code 52059(e)(4), LEA's required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.
- Detailed guidance and examples of goal, strategy, and action step wording may be found in the LEA Plan Guidance Document.

## Goals and Strategies

### Goal IA: Proficiency in Reading/Language Arts

**The goal for DJUHSD is to increase at least 1% every year over the next three years while maintaining the proficiency level above the county and state proficiency levels.**

1. Strategy: Instructional Materials

Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

Every student is provided with standards-based/standards aligned core instructional materials. The district will be adopted the Edge curriculum for the ELD department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.

2. Strategy: Standards-aligned Instruction

Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Every core content classroom instructional practices are aligned with the CCSS as well as the CCR Anchor Standards. Targeted Common Core literacy standards in reading and writing were integrated into Instructional practices in the social sciences. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21<sup>st</sup> century readiness for every student. The instructional staff will continue to incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers. Additionally, supplemental materials are utilized to increase instruction with non-fictional informational text.

Students will be instructed in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards.

### Goal IB: Proficiency in Mathematics

1. Strategy: Instructional Materials

Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

Every student is provided with standards-based/standards-aligned core instructional materials. The district will be adopting new materials for the ELD

department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.

2. Strategy: Standards-aligned Instruction

Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Every core content classroom instruction practices are aligned with the CCSS. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21<sup>st</sup> century readiness for every student. The instructional staff will continue to incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.

Students will be instructed in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards.

### **Goal 1C: Proficiency for High Priority Students**

#### Proficiency for High-priority Students Not Meeting Standards

1. Strategy: Strategic and Intensive Interventions

Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

Our district provides a wide variety of targeted interventions to meet the needs of all students in attaining proficiency in all subject areas. These interventions include:

- Response to Intervention (RTI)
- Advancement Via Individual Determination (AVID)
- Differentiated Instruction
- California High School Exit Examination (CAHSEE)
- Integrated Science at the ninth grade level
- Supplementary reading instruction
- Supplementary writing instruction
- ERWC courses to increase college readiness for students not yet ready on the EAP
- Additional math courses at the senior year for students not yet college ready on the EAP
- Development of a ten year college or career plan during the freshman year
- Academic Interventions
- Reduced class size

- Provide additional interventions during the day.
- Intervention software that incorporates reading, listening, speaking and writing.
- Technology for delivery of core academic instruction

### Proficiency for Students with Disabilities

#### 1. Strategy: Teacher Collaboration

Provide opportunities for collaboration between general education and special education teachers.

The special education staff collaborates with the English and mathematics department every week in modifying and aligning curriculum to CCSS standards. They create assessments, refine curriculum, select supplementary instructional materials, and analyze data from FACS, benchmarks, and other local assessments. Cooperative teaching with the push in model has been incorporated at all school sites where co-teaching is modeled with the general education teacher.

#### 2. Strategy: Academic Support

Provide academic support to meet the specific needs of Students with Disabilities (SWD's) in the core instructional program.

SWD receive core curriculum instruction aligned to CCSS with the necessary support and interventions. Students receive supplemental instruction before school, during the school day, or after school. SWD's participate in the CTE pathways as well as college-readiness courses. Additional support staff has been provided to assist students with one-on-one instruction.

### Proficiency for English Learners

- LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEA's in Title III Improvement Years 2, 3, 4 and 4+).

Delano Joint Union High School will continue to implement the current Title III Improvement Plan. Our district and schools have all surpassed the state targets with respect to AMAOs 1, 2a and 2b. Our goal is to continue to surpass the state targets in students making progress in learning the language as well as attaining proficiency on the CELDT.

With regards to AMAO 3, our goal is to meet safe harbor with our English learner subgroups. Delano High School, Cesar E. Chavez and Robert F. Kennedy continue to surpass the county and state proficiency rates for English learners.

Our plan to improve the proficiency rates includes

- targeted, coherent, and sequential professional development in English language arts;
  - increased academic interventions before and after school, Saturdays, and during vacation;
  - refinement and development of curriculum;
  - analysis of benchmark assessments and FAC's; and
  - monitor effectiveness of teaching strategies and refinement when necessary.
  - Provide core content classroom instruction practices aligned with the CCSS
  - Provide a response to intervention plan
  - Reduce class sizes for students not attaining proficiency.
  - Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions.
  - Provide support staff to assist English Learners attain proficiency.
- LEA's without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

**Goal ID: Effective Teaching and Administration (*Leadership*)**

1. Strategy: Professional Development (PD) for Teachers  
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).

Our district has approved targeted professional development for teachers, administrators, and paraprofessional educators that is aligned to the academic content standards and to review and develop coherent, sequenced curriculum aligned to the new standards. Professional development areas of focus are to:

- develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark assessments in the content areas of ELA, ELD, and Mathematics;
- align core curriculum and assessments to the Common Core State Standards in preparing our students for the California Assessment of Student Performance and Progress (CAASPP);
- align assessments and curriculum development to promote critical thinking and problem solving, communication, collaboration, creativity and innovation;
- assure each cohort team maintains highly qualified teachers in English and mathematics. Each cohort is led by a qualified subject-matter administrator and site lead teachers. The district cohorts will work collaboratively on a weekly basis to develop common local measures of

assessment and to align curriculum to the CCSS in English language arts and mathematics;

- provide cooperative teaching model to serve special education students;
- incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs;
- Utilize levels of performance to provide the appropriate instruction and interventions;
- Provide core content classroom instruction aligned with CCSS;
- Provide research based instructional strategies such as EDI, SDAIE, and Avid to improve student performance
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2. Strategy: Professional Collaboration Time

Provide regular opportunities for data-based collaboration for all teachers.

Professional development time is provided at a minimum of one hour per week. It has been integrated into the instructional week. Professional collaboration time is also provided during the summer and outside of school hours.

3. Strategy: PD for Administrators

Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.

District and site administrators participate in on-going professional development activities throughout the year. Professional development activities are aligned to the CCSS, meeting the needs of high priority students, and state goals and priorities.

4. Strategy: Preparing for Transition to CCSS

Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page:

<http://www.cde.ca.gov/re/cc/>.

DJUHSD plan includes preparation for transition to CCSS. All core classes have aligned the curriculum, assessments, and instructional practices to CCSS. The LEA also developed and submitted a plan for the implementation of CCSS. The plan components include the following areas of focus:

- Provide professional development for teachers, administrators, and paraprofessional educators that is aligned to the academic content standards and to develop curriculum and design/revise formative and summative assessments aligned to the new standards.



- Adopt and purchase current standards-aligned instructional materials for English language arts and mathematics.
- Integration of academic content standards through technology-based instruction for purposes of improving academic performance of pupils to include
  - upgrading the technology infrastructure to provide Internet access and meet Smarter Balanced Technology strategy Framework and System Requirements Specifications; and
  - purchase additional computers and software for technology-based instruction.

## **Goal IE: Implementation and Monitoring**

1. Strategy: Parent and Community Involvement  
Involve and engage staff, parents, and community groups in academic improvement strategies.

There is a concerted effort to increase parent and community involvement in academic improvement strategies. Title I parent committees, ELAC, DELAC, the District Parent Advisory, and School site council review, approve and monitor academic improvement. Data is reported to the parent groups and committees. Parents annually review goals and strategies set for the year to meet the new targets. This year, we held parent and community meetings and forum for stakeholder input on the updating of the Local Control Accountability Plan (LCAP).

2. Strategy: Articulation Among Educational Levels  
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.

DJUHSD has an established articulation with the middle schools and the community college in Delano. Students from the middle school are concurrently enrolled in high school courses on our campuses during the school day. DJUHSD conducts placement examinations to all incoming students in May. The Middle schools use this examination to recognize students during graduation. Bakersfield College offers coursework on our campus as well as awarding college credit for articulated coursework.

3. Strategy: Program Monitoring  
Monitor program for effectiveness by keeping records of parent involvement in ELAC, DELAC, and School Site Council meetings along with other initiatives that involve the community and/or parents.

Parental involvement increased 17% this year by actively participating in district advisories. Parents were involved in the analyzing data, providing constructive feedback and recommendations on outcome and performance analysis.

## **Goal IF: Support for Schools in Corrective Action**

1. Strategy: Support for schools in PI Year 3  
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.

No district schools are in PI Year 3.

2. Strategy: Support for schools in PI Year 4  
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.

At DJUHSD, Robert F. Kennedy High School is the only school in PI year 4. The district provides technical assistance by:

- Providing timely and varied school and student data. A data person has been designated to correct and disseminate local assessment data to the cohort teams.
- Informing RFKHS faculty and staff of the status and requirements of PI year 4.
- Notifying the public of PI status via public forums such as the Single School Plan for Student Achievement and at parent and community meetings.
- Implementing summer tutorials through Supplemental Educational Services (SES).
- Implementing before, during, and after-school intervention classes and tutorials.
- Reducing class sizes for students who are struggling students.
- Contacting parents via Blackboard Connect regarding their child's attendance.
- Providing professional development to teachers and administrators on instructional strategies such as EDI, SDAIE, Cornell Note Taking, Costa's Level of Questioning, and grammar for EL students.
- Appointing a new Principal and a new Assistant Principal of Instruction.
- Adopting the Edge curriculum for EL's in English language arts.

3. Strategy: Support for schools in PI Year 5  
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

No district schools are in PI Year 5.

## **Goal 2A: Annual Measurable Academic Objective (AMAO) 1 – Annual Progress in Learning English**

1. Strategy: Accountability

Hold schools accountable for EL's making annual progress in learning English (AMAO 1).

Our district and schools have all surpassed the state targets with respect to AMAOs 1, 2a and 2b. Our goal is to continue to surpass the state targets in students making progress in learning the language.

2. Strategy: English Learner Assessment  
Administer the State's EL assessment.

Upon first enrollment in a California public school, the LEA uses the Home Language Survey (HLS) to determine a student's primary language. Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as either IFEP or English learner based on CELDT results, changing the HLS will not change the student's identification. At this point, the student's English learner status will change only when an LEA reclassifies the student.

If a language other than English is indicated on

- Any of the first three questions, the student should be tested with the CELDT.
- The fourth question, the student may be tested at the LEA's discretion.

All pupils whose primary language is other than English who have not been previously assessed or are new enrollees to the school district shall have their English language skills assessed with the CELDT within 30 calendar days from the date of initial enrollment. All English learner students are assessed annually with the CELDT until reclassification criteria is met.

Annual assessments shall be administered as follows:

- The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual **assessment window beginning July 1 and ending on October 31 of each school year.**

Students in grades 2–12 are considered to have met the CELDT criteria for English proficiency when the

- Overall performance level is Early Advanced or higher;
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher; and
- According to the methods as outlined in number 6 a-h on page 26 of this Document.

The above criteria for students in grades 9–12 should be met for an IFEP designation.

3. Strategy: English Learner Language Program Placement  
Place students appropriately based on the results of the State's EL assessment.

The district offers sheltered English Immersion for the beginning, early intermediate, and “low intermediate” for English learners with less than reasonable fluency normally not to exceed one to two years. Once English learners have acquired a good working knowledge of English, they are transferred to English language mainstream classrooms.

Consistent with state law governing the operation of English immersion programs, a parent may request and be granted a “waiver” of the requirement that their child be taught in a *Structured English Immersion* program. Parents who are granted this exception waiver can then request that their child be placed in the *Mainstream Program* or request an alternative program. Consistent with board policy, the chart on the following page shows the timeline for processing parent exception waiver requests.

A brochure is given to parents at their local school site at the time of student registration. The brochure includes program options and descriptors. The brochure also explains the procedures for applying for a Parental Exception Waiver.

Other students who may be exempted from *Structured English Immersion* participation include the following:

- English Learners who are on Individualized Educational Plans (IEP's) do not have to be placed in the *Structured English Immersion* program unless Special Education personnel deem that an appropriate placement. (*For more information see section for “Students With Disabilities.”*)
- English learners attending a District alternative school or who are enrolled in a district individualized course of study (i.e., independent study or Individualized Education Plan).
- Students whose parents have completed and been granted a waiver following the district's waiver process.

DISTRICT INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS			
Program Name	Structured English Immersion Beginning/Early Intermediate "Low" Intermediate	English Language Mainstream Program "High" Intermediate/ Early Advanced/ Advanced	Bilingual Instruction Program Parent Waivers
	<b>Description</b>	This is an accelerated program to teach foundational English grammar and literacy skills.	Students learn grade-level core curriculum and study advanced academic English grammar.
<b>Goals</b>	<ol style="list-style-type: none"> <li>Rapid development of foundational English language grammar skills</li> <li>Subject matter/core instruction at language ability level.</li> </ol> <p><i>Note: This is a literacy program that is driven by the English Language Development (ELD) Standards using the District-adopted ELD text(s) and methods.</i></p>	<ol style="list-style-type: none"> <li>Development of academic English language grammar</li> <li>Grade appropriate subject matter learning with modified instruction (SDAIE, materials, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>Grade-appropriate subject matter learning in Spanish.</li> <li>English Language Development.</li> </ol>
<b>Students Served</b>	English Learners with less than "reasonable" overall English fluency: <ul style="list-style-type: none"> <li>Beginning</li> <li>Early Intermediate</li> <li>Low Intermediate</li> </ul>	English Learners with "reasonable" English fluency: <ul style="list-style-type: none"> <li>High Intermediate</li> <li>Early Advanced</li> <li>Advanced</li> </ul>	Students with grade-level Spanish language proficiency who would have been placed in SEI program.
<b>Program Duration</b>	One or more years, depending on need	Students should exit this program after a maximum of three years	Maximum of three years. Exit to Transitional or Mainstream programs.
<b>Language Instruction</b>	ELD Three class periods daily Grade level English	English Language Arts One or two class periods daily	Dependent on student's CELDT level
<b>Core Content</b>	<ol style="list-style-type: none"> <li>Subject matter at language ability level</li> <li>Sheltered strategies</li> </ol>	<ol style="list-style-type: none"> <li>Transition to grade level subject matter</li> <li>Sheltered/SDAIE strategies</li> </ol>	Delivered in Spanish or SDAIE (for some subjects)
<b>Special Features</b>	This program is legally considered to be an "English Immersion Classroom" and is required by state law (Prop. 227).	This program is legally considered to be an "English Language Mainstream Classroom."	District approved parent waiver request

#### 4. Strategy: English Learner Language Instruction

Deliver high quality English language instruction based on scientifically based research.

Teachers will make use of the following strategies to continue developing students' English literacy skills:

- Content-based ELD Methods
- Grammar-based approaches

For content area instruction, teachers will make instruction comprehensible by using strategies associated with Primary Language instruction and, for students receiving core instruction through English, methods associated with Specially Designed Academic Instruction in English (SDAIE).

## The DJUHSD Philosophical Framework for ELD Instruction

Extensive discussions, observations of classroom instruction, practical experience, data sources and research were synthesized by the *Task Force* to establish the following core principles related to language teaching and learning.

1. English learners produce their way to higher levels of language competence; therefore, students must produce at least half of the language during every ELD lesson (50/50 rule);
2. Students will use complete sentences at all times;
3. Language teaching is driven by a clear and discrete English language skill objective;
4. English learners must be grouped by homogeneous CELDT levels for ELD instruction;
5. Teachers' skills and certain ELD methods are the critical factors in students' English learning; and,
6. English is the sole language of ELD instruction.

### Research Summary to Support DJUHSD Instructional Practices

#### **1. Teaching discreet English language skills in all ELD courses**

Emphasis on the direct teaching of discrete English language skills draws on a rich research stream. Taraban (2004) found in an empirical study that learning of certain grammatical conventions was greatly facilitated either by providing explicit instruction or by drawing learners' attention to the concept through the use of specific instructional approaches. Saunders, Foorman & Carlson (2006) conducted research on the use of certain instructional elements in a reading program for ELL,s, including an enhanced role for discrete language skills teaching. Students participating in the experimental group achieved significantly higher than ELL students in the control group (ES = 1.08). Specifically, our intent to teach English phonology has large implications for reading comprehension and related syntax development. Chiappe and Siegel (1999) found a clear link between phonological awareness and reading acquisition in Punjabi-speaking children learning to read in English. The importance of phonological processing in the acquisition of reading has been found to be important (Catts et al., 1999; Siegel, 1993). Gottardo et al (1996) linked deficits in phonological processing and sensitivity in children to the development of syntactic skills. There is some evidence that measures of oral proficiency that index academic language use correlate positively with other measures of academic achievement (Genesee et al., 2004).

## **2. Increased emphasis on teaching syntax and verb tense structures as a way to boost reading comprehension**

The direct teaching of verb tense constructions and syntax is also well supported with sound empirical research. Klein & Dittmar (1979) found that even the most basic morphology (verb tense control) is often lacking from the speech of untutored immigrants. Krashen & Pon (1975) and Tarone (1985) showed a similar lack of morphological control even for classroom learners who sounded fluent in some settings. The importance of syntax knowledge is critical for students' reading comprehension, particularly for students beyond fourth grade. Mokhtari and Thompson (2006) analyzed fifth grade students' levels of syntactic awareness in relation to their reading fluency and reading comprehension. They found that the students' levels of syntactic awareness were significantly related to their reading fluency ( $r=.625$ ) and reading comprehension performance ( $r=.816$ ), indicating that lower levels of syntactic awareness corresponded to poor reading fluency and poor comprehension among this group of students. Other researchers have demonstrated the importance of syntax knowledge in the acquisition of reading by English learners (Catts et al., 1999; Siegel, 1993). The ability to understand the grammatical aspects of the language, according to this research, appears to be a critical factor for the fluent and efficient reading of text, largely due to the fact that fluent reading and efficient text reading requires predicting words that come next in a sequence.

## **3. Overt teaching of multiple vocabulary strands**

The research on the need for LEP students to be directly taught a wide variety of vocabulary is equally well supported. Beck, McKeown, and Kucan (2002), Fitzgerald (1995a), Gersten and Baker (2000), Snow et al., (1998), and Ulanoff and Pucci (1999) all describe experimental results supporting the centrality of vocabulary in the comprehension of language-related tasks.

## **5. Strategy: English Learner Progress Monitoring**

Monitor student progress regularly and adjust instructional program accordingly.

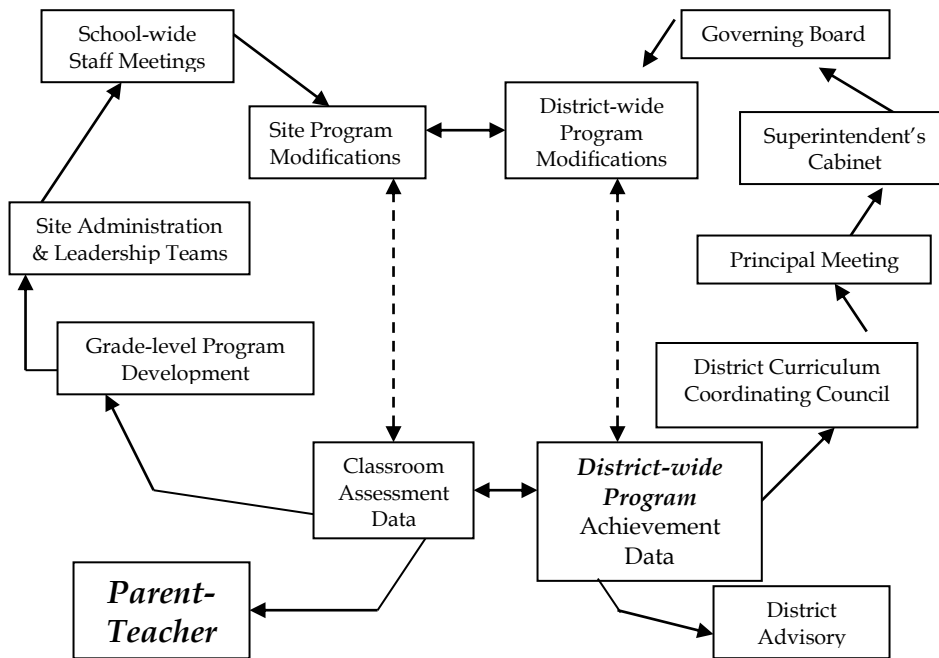
### **Mechanism to Evaluate and Improve Programs**

The District follows an established policy of translating evaluation findings to District-wide and site-level action plans. Responsibility for implementing district programs, monitoring their progress, and using program data for increased student learning is delineated in the data feedback loop shown below. Following this diagram is a breakdown of activities, responsibilities, and outcomes related to the monitoring of district EL programs and results.

### **Mechanism to Improve Programs**

- Systematic, regular classroom/program data collection and analysis
- Formalized, scheduled program improvement meetings

- Perpetual, self-correcting systems and data feedback loops



### Reporting, Analysis & Utilization of Student & Program Data

ACTIVITY	WHEN	BY WHOM	PROOF
Once a year, program outcomes and progress are reported to the Board by each school site as a school report. An overview of the data and results are provided and program modifications are detailed.	Once a year	Board of Trustees Superintendent	Information folder contents reflect the report.
At least twice a year, evaluation reports done by District personnel are discussed with the Principals, Directors, and Superintendent. District staff facilitates discussion and analysis of the data, charts, and graphs. Programmatic modifications are discussed and agreed upon and dates are set for implementation.	Once a year	Directors Superintendent Principals Resource Teachers Consultant	The agenda reflects items for reports and discussion. Recommended modifications are implemented.
Information from local and state assessments are used to facilitate placement of students into extended-day, after-school, summer school and other school-based, tutoring opportunities. Students are grouped according to need.	On-going, linked to intervention schedules	Superintendent Directors Principals Resource Teachers Classroom Teachers	Students participate in extended-day, supplemental learning services based on identified need. Interventions show positive student academic and/or ELD growth.
Regular correspondence, including letters, progress reports, grade reports, and phone calls, are used to conference with and inform parents of a student's progress in English language proficiency and areas of strength and weakness in listening, speaking, reading, and writing. Information is used to set and monitor academic and ELD goals.	Parent Conference/ Contacts (Dec., Spring)	Principal Classroom Teacher Parent	Teachers have met and/or communicated with parents.



6. Strategy: English Learner Reclassification  
Reclassify EL's using multiple measures.

The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to

- (a) assessment of English language proficiency using CELDT;
- (b) assessment of English language proficiency, using the CCSS final examination benchmark ELA (70% or higher);
- (c) special education moderate/severe English language proficiency using VCCALPS (overall score of 50 or higher) administered by the special education teacher;
- (d) special education mild/moderate assessment of English language proficiency may use Woodcock-Johnson (overall score of 195 or higher) as an alternate assessment as the LEA transitions to the Brigance assessment in the upcoming year;
- (e) teacher evaluation, including but not limited to, a review of the student's curriculum mastery;
- (f) parent opinion and consultation during the reclassification process;
- (g) those students whose overall performance level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (Chart A); and
- (h) for students scoring below the cut point, other factors will be used to determine reclassification such as, but not limited to: CAHSEE scores, English grade(s), years in the U.S. educational system.

Chart A

Those students whose overall performance level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

DJUHSD will adhere to the following guidelines for reclassification:

Grade	LEP Status	Reclassification range
Grade 8	L3	544-568
Grade 9	L3	560-578
Grades 10-12	L3	570-590

For students meeting the reclassification range, other factors such as, but not limited to: CAHSEE scores, English grade (s), and/or years in the educational system may also be considered.

**Goal 2B: AMAO 2 – English Proficiency**

1. Strategy: Accountability  
Hold schools accountable for EL's making annual progress in learning English (AMAO 1).

Our district and schools have all surpassed the state targets with respect to AMAOs 1, 2a and 2b. Our goal is to continue to surpass the state targets in students making progress in learning the language.

2. Strategy: English Learner Assessment  
Administer the State's EL assessment.

#### **Goal 2A 2**

3. Strategy: English Learner Language Program Placement  
Place students appropriately based on the results of the State's EL assessment.

#### **Goal 2A3**

4. Strategy: English Learner Language Instruction  
Deliver high quality English language instruction based on scientifically based research.

#### **Goal 2A4**

5. Strategy: English Learner Progress Monitoring  
Monitor student progress regularly and adjust instructional program accordingly.

#### **Goal 2A5**

6. Strategy: English Learner Reclassification  
Reclassify ELs using multiple measures.

#### **Goal 2A6**

### **Goal 2C: AMAO 3 – AYP for EL Subgroup**

1. Strategy: Accountability  
Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).

AMAO 3 is the CAHSEE proficient rates among our English Learner. While our English learner subgroup proficient rate is above the State average the last three years, the state targets are at 100% proficient this year for English learners. In 2014 RFK and CCHS did not make AMAO 3 safe harbor. DHS met safe harbor targets in 2014.

2. Strategy: English-language Arts Proficiency

Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.

We will provide the necessary professional development, instruction, and interventions to increase student academic performance and progress and achieve Title III and Safe Harbor Targets for the CAHSEE and CELDT test that includes

- ensuring every student will be provided with standards-based/standards aligned core instructional materials;
- adopting new materials for the ELD department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.
- providing core content classroom instruction practices are aligned with the CCSS;
- continuing to practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers;
- analyzing state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;
- providing supplementary mathematics and reading/writing instruction, CAHSEE intervention, RTI, targeted academic interventions, and afterschool tutorials;
- reducing class sizes for students who are struggling students;
- increasing academic interventions before and after school, Saturdays and summer; and
- monitoring of effectiveness of teaching strategies and refinement when necessary.

3. Strategy: Mathematics Proficiency

Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.

We will provide the necessary professional development, instruction, and interventions to increase student academic performance and progress and achieve Title III and Safe Harbor Targets for the CAHSEE and CELDT test that includes

- ensuring every student will be provided with standards-based/standards aligned core instructional materials;
- adopting new materials for the ELD department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.
- providing core content classroom instruction practices are aligned with the CCSS;
- continuing to practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers;
- analyzing state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;
- providing supplementary mathematics and reading/writing instruction, CAHSEE intervention, RTI, targeted academic interventions, and afterschool tutorials;
- reducing class sizes for students who are struggling students;
- increasing academic interventions before and after school, Saturdays and summer; and
- monitoring of effectiveness of teaching strategies and refinement when necessary.

4. Strategy: Participation Rate

Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

We will continue to ensure 100% participation rate. Our district's participation rate for 2014 for the CAHSEE ELA and mathematics was 100%.

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

1. Strategy: PD for Teachers

Provide research-based PD designed to improve the instruction and assessment of EL's.

Professional development has been scheduled once a week for curriculum development and articulation. Staff will be provided opportunities to participate in relevant and coherent professional development throughout the year. The special education staff will continue to collaborate with the mathematics department every week in modifying and aligning curriculum to CCSS standards. The teaching staff will create assessments, refine curriculum, select supplementary instructional materials, and analyze data from FACS, benchmarks, and other local assessments.

Consistent with the District's long-standing commitment to the professional growth and development of all educational staff, including site and district administrators, all teaching personnel assigned to provide instruction to English learners already possess, or are in a district-approved program to obtain, the necessary authorization. Teachers who are assigned to ELD classes or Transitional content classes who do not possess the necessary teaching authorization are notified that their assignment is provisional and that they must enroll in a district-approved program.

2. Strategy: PD for Administrators

Provide research-based PD designed to improve the instruction and assessment of ELs.

As a regular part of its professional development efforts, the district annually provides comprehensive training related to English learner programs and instruction to all site and district administrators. Special training sessions have also been organized for administrators related to their roles as instructional monitors and implementers of this district plan.

The district will assist school sites in providing staff development for teachers, paraprofessionals, counselors, and administrators such as instructional methodology for English learners, CELDT, EL district plan, and use of adopted EL instructional materials.

3. Strategy: PD for Other Personnel

Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Professional development opportunities are provided for all staff including all support and classified staff.

## **Goal 2E: Parent and Community Participation**

1. Strategy: Parental Participation

Promote parental participation in programs for EL's.

The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops. This year we have expanded parent involvement to include Parent training for all parents who want to participate. Our EL parent stakeholder participation increased this year by 17%.

2. Strategy: Community Participation

Promote community participation in programs for EL's.

Public forums are held at least twice a year to promote community input. All community members are encouraged to submit recommendations in writing to

the superintendent. The superintendent responds to all written recommendations in a timely manner. Community Alliance meetings are held on a monthly basis to discuss programs, areas of need, and available resources.

## **Goal 2F: Parental Notification**

1. Strategy: Plans to Notify Parents of ELs  
Develop and implement an LEA-wide plan to meet parent notification requirements under *20 USC 6312[g]*.

District policy requires that all notices to parents be provided in both English and Spanish. For language groups that comprise 15% of a single school's student population, district policy requires that notices be translated into that language. See the appendix for a copy of the board policy.

Parents are informed in writing by the district office in the event their child's school or district fails to make adequate progress on the annual measurable achievement objectives (AMAO) related to development of English language proficiency and performance on standardized tests.

As part of a larger district effort to more systematically involve parents in their children's education, the district has established certain policies and procedures to maximize this involvement. These policies and procedures are consistent with the legal requirements set forth below. DELAC is composed of parent representatives from each school site. They have an active stakeholder role in the development and refinement of the LEA plan. DELAC meets at least five times during the year. Parents are informed of all timelines, policies, and procedures as well as allocations, goals, and actions to EL programs and services.

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

1. Strategy: Plans to Provide Services for Immigrant Students  
Provide enhanced educational opportunities for immigrant students and their families.

Using the district data system, schools that are highly impacted with immigrant students will be identified. A needs assessment will be conducted at these sites. Needs will be prioritized and funds will be utilized to ensure that the highest priority needs are met, including the need for basic instructional materials which may not be available due to the sudden influx of immigrants and current educational funding costs. Instructional materials will be identified and purchased to support students' academic achievement and promote equal access.

A district needs assessment will be conducted annually to monitor academic progress and drop-out numbers among immigrant students in order to provide these students with a focused, individualized, intensive intervention support program. The District will identify a cohort of the most at-risk immigrant students and provide tutorial and mentoring support for them.

Students from Bakersfield College and CSUB will provide tutoring. The guidance Counselor/ Community Specialist will be responsible for the process of managing and processing the identification of immigrant students and matching them with appropriate tutors and mentors. Tutors and mentors will collaborate closely with the classroom teachers of the identified students to correctly focus instruction and support.

### **Goal 3: Highly-Qualified Teachers**

1. Strategy: Ensure that all students, specifically poor and minority students, are taught by highly-qualified teachers.

The District ensures that all teachers assigned to provide ELD instruction to English Learners are qualified with the proper authorization. The District further ensures that all teachers assigned to provide core content instruction to English Learners in the *Transitional English Program* are qualified.

All new teachers hired by DJUHSD are required to sign a pre-employment agreement stating they have or will obtain the appropriate authorization to teach English learners. The Human Resources Department maintains records and annually reviews the progress of teachers as they move toward obtaining a CLAD, B-CLAD, SB 395, or AB 2913 certificate.

### **Goal 4: Safe and Drug Free Schools (not federally funded—optional)**

#### **Goal 5A: Increase Graduation Rates**

**The goal for 2013-14 is for all three comprehensive high schools to continue maintaining at least a 90% four-year cohort graduation rate.**

All three comprehensive high schools have maintained over a 90% four year cohort graduation rate over the last two years. We have implemented academic interventions and academic acceleration options for students to stay on track for graduation. The goal is to continue to maintain above a 90% four year cohort. Our students participate in dual enrollment with Bakersfield College and the adult school. At the adult school, students are exposed to Learner Persistence strategies. The Migrant Program provides opportunities for students to make up credits through the Cyber High curriculum and the Writing Institute. The counseling department develops an Accelerated Retention Plan for students who are deficient in credits. They also implement a ten-year college/career plan for every freshman.

#### **Goal 5B: Decrease Dropout Rates**

**Our goal is to continue to maintain considerably low dropout rates.**

This is an area where all comprehensive school sites in our district have significantly low dropout rates in comparison to state and county levels. The district dropout rate for 2013-2014 is 0.7%, which is 5 times lower than county and state levels. We have various programs such as STAND, Keys, PACT, and academic interventions to help meet all student needs. In addition, we have Student Affairs Specialists, a school psychologist, and a school nurse at each school site to provide our students with additional support. The school sites provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SST's).



## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	\$186,259	\$2,101,510	\$1,991,578	87.4%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education	0	\$577,444	\$348,284	60.3%
Title I, Part D, Neglected/Delinquent				
Title II Part A, Teacher and Principal and Recruiting	0	\$157,060	\$149,231	95%
Title III, Limited English Proficient	0	\$113,428	\$113,428	100%
Title III, Immigrant Education		\$10,834	\$10,834	100%
Title VI, Part B, Rural Education Achievement				
Adult Education				
Career Technical Education	0	\$218,517	\$218,517	96.7%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	\$656,469	\$656,469	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$186,259</b>	<b>\$3,835,262</b>	<b>\$3,478,341</b>	

## District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Categorical Flexibility Programs*				
EIA—State Compensatory Education				
EIA—Limited English Proficient				
State Migrant Education				
Child Development Programs				
Educational Equity				
Tobacco Use Prevention Education—(Prop. 99)				
Healthy Start				
Other (describe)				
<b>TOTAL</b>				

\*Categorical Flexibility Funds include, but are not limited to, the following funds:

School and Library Improvement Block Grant

Gifted and Talented Education

School Safety and Violence Prevention Act

Tenth Grade Counseling

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

## Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update

Name of LEA: Delano Joint Union High School District Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$ 113,428 Immigrant: \$ 10,801

LEP Administrative & Indirect Costs (2%): \$ 2,219 Immigrant Administrative & Indirect Costs: \$ 0

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

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<ul style="list-style-type: none"> <li>• Administer EL Assessment</li> <li>• Place in Structured English Immersion Program or mainstream English, and core content sheltered/SDAIE</li> <li>• Provide content-based ELD methods</li> <li>• Provide grammar-based approaches</li> <li>• Teach discreet English language skills in all ELD courses, syntax and verb tense structures, and multiple vocabulary strands</li> <li>• Evaluate and improve programs via data analysis, outcome analysis, and performance analysis</li> </ul>	Support staff salaries to assist students in attaining goal	Certificated salaries \$13,436 benefits \$4,311  Instructional Aides salaries \$6,471 benefits \$1,322

	<ul style="list-style-type: none"> <li>Reclassify eligible English Learners who attained proficiency</li> </ul>	Supplementary instructional materials	Books and Supplies \$2,260
Goal 2B: AMAO 2 - English Proficiency	<ul style="list-style-type: none"> <li>Administer EL Assessment</li> <li>Place in Structured English Immersion Program or mainstream English, and core content sheltered/SDAIE</li> <li>Provide content-based ELD methods</li> <li>Provide grammar-based approaches</li> <li>Teach discreet English language skills in all ELD courses, syntax and verb tense structures, and multiple vocabulary strands</li> <li>Evaluate and improve programs via data analysis, outcome analysis, and performance analysis</li> <li>Reclassify eligible English Learners who attained proficiency</li> </ul>	<p>Support staff salaries to assist students in attaining goal</p> <p>Supplementary instructional materials</p>	<p>Certificated salaries \$13,437 benefits \$4,312</p> <p>Instructional Aides salaries \$6,470 benefits \$1,323</p> <p>Books and Supplies \$2,261</p>
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	<p>We will provide the necessary professional development, instruction, and interventions to increase student academic performance and progress and achieve Title III and Safe Harbor Targets for the CAHSEE and CELDT that include the following actions:</p> <ul style="list-style-type: none"> <li>Ensure every student will be provided with standards-based/standards aligned core instructional materials;</li> <li>Adopt new materials for the ELD department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.</li> <li>Provide core content classroom instruction practices are aligned with the CCSS;</li> </ul>	Support staff salaries to assist students in attaining goal	<p>Certificated salaries \$13,437 benefits \$4,312</p> <p>Instructional Aides salaries \$6,470 benefits \$1,323</p>

	<p>continuing to practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers;</p> <ul style="list-style-type: none"> <li>Analyze state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;</li> <li>Provide supplementary mathematics and reading/writing instruction, CAHSEE intervention, RTI, targeted academic interventions, and afterschool tutorials;</li> <li>Reduce class sizes for students who are struggling students;</li> <li>Increase academic interventions before and after school, Saturdays and summer;</li> <li>Monitor effectiveness of teaching strategies and refinement when necessary.</li> </ul>	Supplementary instructional materials	Books and Supplies \$2,261
Goal 2C: AMAO 3 – AYP in Mathematics	<p>We will provide the necessary professional development, instruction, and interventions to increase student academic performance and progress and achieve Title III and Safe Harbor Targets for the CAHSEE and CELDT that include the following actions:</p> <ul style="list-style-type: none"> <li>Ensure every student will be provided with standards-based/standards aligned core instructional materials;</li> <li>Adopt new materials for the ELD department that are aligned to the CCSS and the College and Career Readiness (CCR) Anchor Standards.</li> <li>Provide core content classroom instruction</li> </ul>	Support staff salaries to assist students in attaining goal	<p>Certificated salaries \$13,437 benefits \$4,312</p> <p>Instructional Aides salaries \$6,470 benefits \$1,323</p>

	<p>practices are aligned with the CCSS; continuing to practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers;</p> <ul style="list-style-type: none"> <li>• Analyze state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;</li> <li>• Provide supplementary mathematics and reading/writing instruction, CAHSEE intervention, RTI, targeted academic interventions, and afterschool tutorials;</li> <li>• Reduce class sizes for students who are struggling students;</li> <li>• Increase academic interventions before and after school, Saturdays and summer;</li> <li>• Monitor effectiveness of teaching strategies and refinement when necessary.</li> </ul>	<p>Supplementary instructional materials</p>	<p>Books and Supplies \$2,261</p>
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<p>Goal 2D: High Quality Professional Development</p>	<p>Professional development has been scheduled once a week for curriculum development and articulation. Staff will be provided opportunities to participate in relevant and coherent professional development throughout the year. The special education staff will continue to collaborate with the mathematics department every week in modifying and aligning curriculum to CCSS standards. The teaching staff will create assessments, refine curriculum, select supplementary instructional materials, and analyze data from FACS, benchmarks, and other local assessments.</p> <p>Consistent with the District's long-standing commitment to the professional growth and development of all educational staff, including site and district administrators, all teaching personnel assigned to provide instruction to English learners already possess, or are in a district-approved program to obtain, the necessary authorization. Teachers who are assigned to ELD classes or Transitional content classes who do not possess the necessary teaching authorization are notified that their assignment is provisional and that they must enroll in a district-approved program.</p> <p>As a regular part of its professional development efforts, the district annually provides comprehensive training related to English learner programs and instruction to all site and district administrators including all support and classified staff.</p>		<p>Title III No cost</p>
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<p>Goal 2E: Parent and Community Participation</p>	<p>The school will continue to promote parent involvement through school activities and events, meetings, conferences, parent advisory groups, and parent workshops. This year we have expanded parent involvement to include Parent training for all parents who want to participate. Our EL parent stakeholder participation increased this year by 17%. Public forums are held at least twice a year to promote community input. All community members are encouraged to submit recommendations in writing to the superintendent. The superintendent responds to all written recommendations in a timely manner. Community Alliance meetings are held on a monthly basis to discuss programs, areas of need, and available resources.</p>		<p>Title III No Cost</p>
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<p>Goal 2F: Parental Notification</p>	<p>District policy requires that all notices to parents be provided in both English and Spanish. For language groups that comprise 15% of a single school's student population, district policy requires that notices be translated into that language. See the appendix for a copy of the board policy.</p> <p>Parents are informed in writing by the district office in the event their child's school or district fails to make adequate progress on the annual measurable achievement objectives (AMAO) related to development of English language proficiency and performance on standardized tests.</p> <p>As part of a larger district effort to more systematically involve parents in their children's education, the district has established certain policies and procedures to maximize this involvement. These policies and procedures are consistent with the legal requirements set forth below. DELAC is composed of parent representatives from each school site. They have an active stakeholder role in the development and refinement of the LEA plan. DELAC meets at least five times during the year. Parents are informed of all timelines, policies, and procedures as well as allocations, goals, and actions to EL programs and services.</p>		<p>Title III No Cost</p>
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<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	<p>Using the district data system, schools that are highly impacted with immigrant students will be identified. A needs assessment will be conducted at these sites. Needs will be prioritized and funds will be utilized to ensure that the highest priority needs are met, including the need for basic instructional materials which may not be available due to the sudden influx of immigrants and current educational funding costs. Instructional materials will be identified and purchased to support students' academic achievement and promote equal access.</p> <p>A district needs assessment is conducted annually to monitor academic progress and drop-out numbers among immigrant students in order to provide these students with a focused, individualized, intensive intervention support program. The District will identify a cohort of the most at-risk immigrant students and provide tutorial and mentoring support for them.</p> <p>Students from Bakersfield College and CSUB will provide tutoring. The guidance Counselor/Community Specialist will be responsible for the process of managing and processing the identification of immigrant students and matching them with appropriate tutors and mentors. Tutors and mentors will collaborate closely with the classroom teachers of the identified students to correctly focus instruction and support.</p>	<p>Purchase supplementary instructional materials</p>	<p>Books and Supplies \$6,801</p>
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<p>Goal 5A: Increase Graduation Rates</p>	<ul style="list-style-type: none"> <li>• Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.</li> <li>• Provide students with dual enrollment with Bakersfield College and the Adult School.</li> <li>• Provide opportunities for students to make up credits through credit recovery, adult school and academic interventions.</li> <li>• Provide appropriate program setting such as STAND, Achieve academy, Keys, Independent Study, Home Schooling, and PACT.</li> <li>• Provide additional support to help students stay in school through Saturday school, tutorials, CTE pathways, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams, and grade level meeting for parents every semester.</li> <li>• Conduct parent awareness workshops and parent trainings to educate parents on college readiness.</li> </ul>	<p>Expose students to college and post-secondary preparation via field trips to universities and industry</p>	<p>Certificated salaries \$881 Benefits \$119 Title III Immigrant</p> <p>Services/operating expenses \$3,000 Title III Immigrant</p>
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$ <u>113,428</u> IMM \$ <u>10,801</u></p>

**Program Notes:**

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

April 2015

## Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 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 Single Plan for Student Achievement in lieu of this description. All 10 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>).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For 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:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• effective methods and instructional strategies based on scientifically-based research;</li> <li>• strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs;</li> <li>• proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards;</li> <li>• instruction by highly-qualified teachers and strategies to attract and keep such teachers;</li> <li>• high-quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive needs assessment is conducted at the beginning of every school year to help meet student needs, adjust curriculum, modify instruction, and provide appropriate interventions.</li> <li>• Strategies are outlined in goal #1A and 1B</li> <li>• Strategies are outlined in goal 1A and 1B.</li> <li>• Instruction in the core is provided by highly-qualified teachers. Our district has created a culture where teachers feel comfortable and enjoy coming to work. The district vision and goal is for each DJUHSD professional learning community team member to be personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.</li> <li>• Professional development time has been integrated into the instructional week. All staff meets once a week for ongoing professional development. Our staff also participates in additional professional development as we transition to the new CCSS, NGSS, CCR Anchor standards, and CTE pathways.</li> </ul>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• strategies to increase parental involvement; and</li> <li>• timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Described in Goal 1E</li> <li>• Local and state data is analyzed on an ongoing basis through formative, summative, and state assessments to provide assistance to students who experience difficulty mastering state standards. After-school interventions are provided all year in all core subject areas. Additional interventions are integrated in the school day to provide students daily intervention and monitoring of progress.</li> </ul>
<p>For 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</p> <ul style="list-style-type: none"> <li>• a comprehensive needs assessment of the entire school in relation to state standards. School-wide reform strategies that provide opportunities for all children to meet state standards;</li> <li>• effective methods and instructional strategies based on scientifically-based research;</li> <li>• strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs;</li> <li>• proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards;</li> <li>• instruction by highly-qualified teachers and strategies to attract and keep such teachers;</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive needs assessment is conducted at the beginning of every school year. The instructional program and strategies are targeted to provide all students with learning experiences to help them attain proficiency.</li> <li>• Strategies have been outlined in 1A and 1B.</li> <li>• Instruction in the core is provided by highly-qualified teachers. Our district has created a culture where teachers feel comfortable and enjoy coming to work. The district vision and goal is for each DJUHSD professional learning community family team member to be personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.</li> <li>• Professional development time has been integrated into the instructional week. All staff meets once a week for the ongoing professional development. Our staff also participates in additional professional development as we transition to the new CCSS, CCR Anchor standards, and</li> </ul>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• high quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;</li>   <li>• strategies to increase parental involvement; and,</li>   <li>• timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>CTE pathways.</p> <ul style="list-style-type: none"> <li>• Described in Goal 1E</li>   <li>• Local and state data is analyzed on an ongoing basis through formative, summative, and state assessments to provide assistance to students who experience difficulty mastering state standards. After school interventions are provided all year in all core subject areas. Additional interventions are integrated in the school day to provide students daily intervention and monitoring of progress.</li> </ul>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The district liaison for homeless children is the Executive Director of Educational Services. The LEA and school sites make a concerted effort to find and identify homeless children. We provide students the opportunity to remain at their school of origin or school of choice. They are immediately enrolled, without delay, provided the necessary transportation, and given all necessary supplies for school. We also provide all necessary essentials and clothing that may be needed.</p>

## Additional Mandatory Title I Descriptions (Cont.)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD 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."</p>	
Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Letters are mailed home by the LEA to parents within the first month of the school year. This notification includes the school's PI status, the current API and AYP, notification of parents' rights to transfer their child(ren) to another school that is not PI with paid transportation, and the right to receive supplemental services. The letter is mailed out in English and Spanish.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Parents request school choice through the Open Enrollment process or via an Intra-district request. Parents of PI schools are informed of their right receive supplemental services at the beginning of the school year as well as informing them of the services throughout the school year via the Blackboard communication system. Services are provided during the school year as well as during the summer.</p>
<p>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.</p>	<p>See pages 12-18, and 31.</p>
<p>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.</p>	<p>See pages 12-18, and 31.</p>
<p>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 services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A),</p>	<p>The LEA conducts formal Curriculum and Instruction committee meetings to coordinate and identify the necessary programs to meet all student needs without any duplication of services. The committee includes the Superintendent, Executive Director of Educational Services, site principals, site assistant principals of instruction, the Migrant Program Director, the Director of Special</p>

## Additional Mandatory Title I Descriptions (Cont.)

<b>Requirements</b>	<b>Description of how the LEA is meeting or plans to meet this requirement:</b>
<p>homeless, immigrant, limited-English proficient, and children with disabilities.</p> <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<p>Education, and the Director of the Delano Adult School. This committee meets every two weeks.</p>



## **Assurances**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

### **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 supplements not supplant and maintenance of effort requirements.
3. 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. The public agency, non-profit private agency, institution, 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 the enforcement of any obligations imposed by the laws of such an agency, institution, organization, and/or other recipient(s) responsible for carrying out each program; and 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 (SEA), the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement , and accounting for, of Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

### **Title I, Part A**

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. Reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills if the LEA receives more than \$500,000 in Title I funds. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
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, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA'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 LEA, with the SEA 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 LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, 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 10 percent of their Title I funds to provide PD (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 an LEA 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 who 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 LEA 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 PD and hiring, taking into account the activities that need to be conducted in order to give teachers

the means, including subject matter knowledge and pedagogical skills, and to give principals the instructional leadership skills to help teachers, and 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 PD as defined in Section 9101 (34).

### **Title III**

35. 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.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards.
41. 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 V, Part A**

42. 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.

43. The LEA will comply with Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under Part A 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.

#### **Additional LEA Plan Assurances**

46. 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 LEA, 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).