

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

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

Local Educational Agency (LEA): Kerman Unified School District
County/District Code: 10739999
Dates of Plan Duration: January 1, 2015 to June 30, 2019
(should be five - year plan)
Date of Local Governing Board Approval: January 15, 2015

LEA Information:

Superintendent: Robert Frausto
Address: 151 South First St.
City, State Zip: Kerman, CA 93630-1029, CA
Phone: (559) 846-5383
Fax: (559) 840-4283

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

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

<u>Robert Frausto</u>	<u>January 15,</u>	<u></u>
Printed or typed name of Superintendent	Date	Signature of Superintendent

<u>Daniel Babshoff</u>	<u>January 15,</u>	<u></u>
Printed or typed name of Board President	Date	Signature of Board President

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

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Part I Background and Overview

Background

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

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2015-2016.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

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

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

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

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

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

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

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

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

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

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

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

(See Part II, Needs Assessment, for further details.)

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

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

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
X	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
	Career Technical Education
	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

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

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): LCFF
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$49,310	\$1,581,100	\$1,563,410	96%
Title I, Part B Even Start				
Title I, Part C Migrant Education	\$0	\$81,576	\$79,726	98%
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	\$0	\$178,710	\$167,416	94%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	\$33,797	\$151,859	\$177,134	95%
Title III Immigrants	\$1,002	\$0	\$1,002	100%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Total	\$84,109	\$1,993,245	\$1,988,688	99%

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 (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF	\$0	\$29,700,745	\$29,700,745	100%
Total:	\$0	\$29,700,745	\$29,700,745	100%

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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

Kerman Unified School District is situated in the center of the San Joaquin Valley approximately 17 miles west of Fresno. The City of Kerman, incorporated in 1946, is located 225 miles north of Los Angeles and 185 miles south of San Francisco. Kerman offers easy access to nearby interstates, rail, and air terminals to the West Coast markets. Kerman is a family oriented agricultural community which helps make Kerman one of the fastest growing communities in the Central Valley.

The Kerman Unified School District was established in 1983 and is led by a five-person school board. The district has seven schools and enrolls nearly 5000 students. The schools include four K-6 schools; Kerman Floyd Elementary, Sun Empire Elementary, Liberty Elementary, and Goldenrod Elementary; one 7-8 campus Kerman Middle School; one 9-12 campus Kerman High School; and one 7-12 alternative school campus Enterprise High School. The district also has a state preschool program. The district has a large number of English Learners, most of whom speak Spanish as their native language. Although the district became unified in 1983, Kerman High School graduated its first class in 1913.

The teachers and staff of the district are dedicated to providing a safe and productive learning experience for all students regardless of ethnicity, gender, disability, sexual orientation or religion. The educational programs at each of the schools are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. Students of the district shall be competent in the subjects offered by the district and shall have a positive attitude towards self and others. The curriculum offered shall reflect the subjects and activities approved by the District Governing Board and shall reflect the California State Standards. Staff, students, parents, and community will work collaboratively to promote responsibility, encourage productive citizenship, and appreciate diversity.

District Goals:

- All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding Common Core proficiency in English Language Arts, Social Studies, grade level standards as identified through results of multiple measures, including but not limited to; CAHSEE, CELDT, writing performance tasks, API and state Smarter Balance performance measures when available in 2015.
- All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding Common Core proficiency in Mathematics and Science grade level standards as identified through results of multiple measures, including but not limited to mathematics performance tasks and state performance measures when available in 2015 (district benchmark).
- All students, including all subgroups, will have equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities at a good or exemplary rating as measured by the Williams Act and/or annual FIT Audits to achieve social, emotional, and academic success.
- All students, including all subgroups, will make continued technological progress with the intent of meeting or exceeding grade level standards as measured by the state performance measures when available in 2015. The school community will make continued technological progress as the school learning environment becomes more technologically friendly.
- Design and improve parental involvement opportunities to support the social, emotional, and academic success of our school community.

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

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

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

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

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

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

Each school in the Kerman Unified School District has developed curriculum maps for core curriculum areas and grade levels aligned to the California State Standards and are continually revising those curriculum maps to reflect the most current standards such as the CA Common Core State Standards for ELA and Literacy, CCSS math, Next Generation English Language Development Standards, and Next Generation Science Standards. Teachers work collaboratively in their Professional Learning Communities (PLC) to develop the curriculum maps that identify when specific state standards will be a focus of instruction. Following the development of the curriculum maps, grade level/core curriculum teachers develop formative and summative/benchmark assessments that assess the standards that have been taught. Our local assessments are aligned to standards, and are administered during the instructional year to provide formative data regarding student progress. The results of these assessments are used to provide instructional feedback in the development of grade level action plans, class and student goal setting, as well as to monitor and communicate generalized student achievement to parents and other appropriate stakeholders. Further purposes of assessment include identifying learner strengths and diagnosing weaknesses, evaluating the effectiveness and relevance of curriculum and instructional practice, as well as evaluating the effectiveness of educational programs and establishing goals for school improvement. The district has contracted with Illuminate Education and teachers are able to disaggregate data by subgroup, individual student, and class. Following the assessment and scoring, teachers meet in their grade levels or departments and discuss data, identify students that need intervention, and share strategies that proved effective and reteach students in identified needs. This data analysis and reflection is also conducted by site administrators with their teachers, and by district administrators with site administration.

In addition to student data, administrators and staff members annually review safety and violence data from the California Healthy Kids Survey, expulsion and suspension data, as well as attendance data. All of these results are shared with School Site Councils, school staffs, the English Language Advisory Council, and the District English Language Advisory Council. Assessment results and program evaluation information are used to review school plans, plan staff development, plan curriculum revision, and plan the daily classroom instruction of students.

Performance Goal 1:

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Administrators will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.</p> <p>b. Teacher recruitment, hiring, evaluation, and tenure decisions will focus on the standards.</p> <p>c. All textbooks and supplemental materials are aligned with the standards.</p> <p>d. Classroom observation will stress mastery of standards based content.</p> <p>e. All new teachers will participate in BTSA, which focuses on standards.</p> <p>f. All teachers, grades K-12, will meet in grade level teams to develop and implement lessons/units of study aligned with the Common Core State Standards (CCSS).</p> <p>g. KUSD staff will be receiving services and training in regard to the CCSS, Next Generation ELD Standards, and the integration of technology. Staff will attend workshops tailored to meet their needs and the needs of their students.</p> <p>h. Formative and summative assessments will be aligned to the standards being taught. Teachers will meet in their PLC to evaluate results and student mastery levels. Scores will be disaggregated by subgroups and individuals.</p> <p>i. Benchmark Tests will stress mastery of standards based content</p>	<p>a. Site Administration/Ongoing</p> <p>b. District Administration/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. Certificated Teachers (Year #1 & #2 Staff)/Ongoing</p> <p>f. Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>h. Site Administration & Certificated Staff/Ongoing</p> <p>i. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Professional Reading Material & Conference Expenses</p> <p>b. No Extra Costs</p> <p>c. Textbook Expenses</p> <p>d. No Extra Costs</p> <p>e. BTSA Support Provider Stipends & BTSA Teacher Stipends</p> <p>f. Substitute Teachers Expenses & Teacher Stipends</p> <p>g. Registration Expenses, Substitute Teacher Expenses, & Technology Purchases</p> <p>h. Software Programs & Licenses</p> <p>i. Printing Costs</p>	<p>a. \$10,000 a. \$5,000</p> <p>b. \$0</p> <p>c. \$500,000 Varies Annually</p> <p>d. \$0</p> <p>e. \$25,000 e. \$10,000</p> <p>f. \$50,000 f. \$10,000</p> <p>g. \$50,000 g. \$10,000</p> <p>h. \$25,000 h. \$5,000</p> <p>i. \$2,000 i. \$1,000</p>	<p>a. General Fund (LCFF) a. Title II</p> <p>b. N/A</p> <p>c. General Fund (LCFF)</p> <p>d. N/A</p> <p>e. General Fund (LCFF) e. Title II</p> <p>f. General Fund (LCFF) f. Title I</p> <p>g. General Fund (LCFF) g. Title I</p> <p>h. General Fund (LCFF) h. Title I</p> <p>i. General Fund (LCFF) i. Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. The District will purchase materials on the State Adopted List for grades(K-8) or aligned with the standards for grades(9-12). Instructional materials will be annually adopted by the KUSD Board.</p> <p>b. Curriculum collaboration time will be provided by the Early Release Wednesday Bell Schedule and grade level PLC will review data. Principals will meet with teachers to review assessment data. Assessment data will be shared at Principal meetings and District Leadership meetings.</p> <p>c. Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards.</p> <p>d. Lesson/unit plans will make explicit reference to the standards being taught.</p> <p>e. Curriculum maps will be developed and revised to reflect the sequence of standards based instruction.</p> <p>f. Supplemental Instructional materials, software, licenses, technology, and other equipment will be purchased as needed to facilitate improved student achievement.</p>	<p>a. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Textbook Expenses & Instructional Materials</p> <p>b. No Extra Costs</p> <p>c. No Extra Costs</p> <p>d. Lesson Plan Books</p> <p>e. Printing Costs</p> <p>f. Materials, Software Programs & Licenses, & Technology Purchases</p>	<p>a. \$500,000 Varies Annually</p> <p>b. \$0</p> <p>c. \$0</p> <p>d. \$5,000 d. \$2,500</p> <p>e. \$2,500 e. \$1,000</p> <p>f. \$100,000 f. \$40,500 f. \$2,000</p>	<p>a. General Fund (LCFF)</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. General Fund (LCFF) d. Title I</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p>
<p>3. Extended learning time:</p> <p>a. The District operates a CDE preschool program that focuses on language development and pre-reading readiness skills.</p> <p>b. The District will offer After School Tutoring, Saturday School, and Summer School that provides academic opportunities for at risk students, language development for EL Students and/or enrichment for all students.</p> <p>c. The District will implement Class Size Reduction (CSR) in grades K-3.</p> <p>d. The District will offer "Read 180" and other literacy specific coursework for students identified with need based on State and local assessment measures.</p>	<p>a. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Program Expenses</p> <p>b. Staffing Costs, Materials, Software Programs & Licenses, & Transportation</p> <p>c. Program Expenses</p> <p>d. Staffing Costs, Materials, Software Programs & Licenses</p>	<p>a. \$450,000</p> <p>b. \$300,000 b. \$20,000 b. \$10,000</p> <p>c. \$100,000 c. \$60,000</p> <p>d. \$150,000 d. \$20,000</p>	<p>a. CDE Preschool/General Fund (LCFF)</p> <p>b. General Fund (LCFF) b. Title I b. Migrant Funds</p> <p>c. General Fund (LCFF) c. Title II</p> <p>d. General Fund (LCFF) d. Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>e. Students will receive additional instructional time and applied project time, focused around Content Standards, to increase reading skills in fluency and comprehension through after school and summer activities.</p> <p>f. The District will offer intervention time daily that is built into the Master Schedule for students needing intervention in ELA in grades K-12.</p>	<p>e. FRESH After School Program & FCOE Activities</p> <p>f. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p>	<p>e. Staffing Costs, Materials, Software Programs & Licenses, Transportation</p> <p>f. Staffing Costs, Materials, Software Programs & Licenses</p>	<p>e. \$100,000 e. \$5,000 e. \$10,000</p> <p>f. \$250,000 f. \$5,000 f. \$2,000</p>	<p>e. General Fund (LCFF) e. Title I e. Migrant Funds</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p>
<p>4. Increased access to technology:</p> <p>a. Content standards are supported through the integration of computer applications. All teachers and students have access to laptops for instruction by using the Computer Mobile Cart Labs. Teachers and district administration will be given opportunities to use innovative technology to enhance instruction.</p> <p>b. Teachers are assisted in assessing technology needs specific to their instructional program.</p> <p>c. Use of internet to assist in locating interactive reading activities. All classrooms are networked with internet access. Several classrooms have promethean boards and all classrooms have LCD projectors.</p> <p>d. Technology provides specific interventions to scaffold learning for EL and special needs students. "Read 180" and literacy specific coursework for high school students identified with need based on State and local assessment measures.</p> <p>e. Training opportunities are provided which match appropriate technology resources with identified instructional needs.</p> <p>f. Supplemental Instructional materials, software, licenses, technology, and other equipment will be purchased as needed to facilitate improved student achievement.</p> <p>g. Use of technology for reading, writing, ELD, listening, music, and research, including CD's and DVD's. Use of technology for presenting information to students in a variety of formats. Use of technology for word processing, i.e. graphic organizers, overheads, projectors, video presenters, etc.</p>	<p>a. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, Certificated Staff, & Site Computer Techs/Ongoing</p> <p>c. District Administration, Site Administration, Certificated Staff, & Site Computer Techs/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Staff, Classified Staff, & Site Computer Techs/Ongoing</p> <p>e. District Administration, Site Administration, Certificated Staff, & Classified Staff & Site Computer Techs/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, Certificated Staff, & Classified Staff & Site Computer Techs/Ongoing</p>	<p>a. Computer Purchases, Software Programs & Licenses</p> <p>b. No Extra Costs</p> <p>c. Internet Connections, Infrastructure, Internet Contracts & Technology Purchases</p> <p>d. Computer Purchases, Software Programs & Licenses.</p> <p>e. Registration Expenses & Substitute Teacher Expenses</p> <p>f. Materials, Software Programs & Licenses, & Technology Purchases</p> <p>g. Site Computer Techs Salary & Benefits & Supplemental/Additional Hours</p>	<p>a. \$250,000 Varies Annually a. \$50,000</p> <p>b. \$0</p> <p>c. \$175,000 c. \$25,000</p> <p>d. \$200,000 d. \$25,000 d. \$5,000</p> <p>e. \$75,000 e. \$5,000</p> <p>f. \$100,000 f. \$15,000 f. \$5,000</p> <p>g. \$250,000 g. \$25,000</p>	<p>a. General Fund (LCFF) a. Title I</p> <p>b. N/A</p> <p>c. General Fund (LCFF) c. Title I</p> <p>d. General Fund (LCFF) d. Title I d. Title III</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p> <p>g. General Fund (LCFF) g. Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a. District will provide staff development designed to train teachers in their grade level content standards.	a. District Administration, Site Administration, & Certificated Teachers/Ongoing	a. Consultant Expenses, Training Fees, & Materials	a. \$50,000 a. \$50,000	a. General Fund (LCFF) a. Title I Staff Development
b. Staff development days will focus on practicing core research practices and using standards based materials to support student achievement in ELA.	b. District Administration, Site Administration, & Certificated Teachers/Ongoing	b. Consultant Expenses, Training Fees, & Materials	b. \$10,000 b. \$5,000	b. General Fund (LCFF) b. Title I Staff Development
c. Administrators and Teachers will attend trainings and conferences to support student achievement in ELA.	c. District Administration, Site Administration, & Certificated Teachers/Ongoing	c. Registration Expenses & Substitute Teacher Expenses	c. \$50,000 c. \$25,000	c. General Fund (LCFF) c. Title I Staff Development
d. New teachers will participate in BTSA with activities that focus on the use of standards-based ELA materials.	d. District Administration, Site Administration, & Certificated Teachers/Ongoing	d. BTSA Support Provider Stipends & BTSA Teacher Stipends	d. \$25,000 d. \$10,000	d. General Fund (LCFF) d. Title II
e. Whenever the District adopts new standards based reading materials, all teachers will participate in professional development related to the textbook use.	e. District Administration, Site Administration, & Certificated Teachers/Ongoing	e. Registration Expenses, Substitute Teacher Expenses, & Materials	e. \$15,000 e. \$5,000	e. General Fund (LCFF) e. Title II
f. Grade level/department teachers meet monthly to collaborate on ELA strategies and student achievement and discuss with Site Administration. District will hold Principal, Leadership, and Director meetings to discuss ELA curriculum.	f. District Administration, Site Administration, & Certificated Teachers/Ongoing	f. Printing Costs	f. \$1,000 f. \$1,000	f. General Fund (LCFF) f. Title I
g. District will hold parent training sessions that will focus on parenting skills and how to help children at home in reading/language arts.	g. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing	g. Parent Trainer Salary & Benefits	g. \$5,000 g. \$10,000 g. \$12,000	g. General Fund (LCFF) g. Title III g. Migrant Funds
h. District will provide ongoing instructional assistance and support for teachers to increase implementation of grade level standards, research-based instructional strategies, and core and supplemental instructional materials to increase student achievement. They will work inside the classroom and collaboratively with teachers to support them and deepen their knowledge about the content and delivery of instruction.	h. District Administration, Site Administration, & Certificated Teachers/Ongoing	h. Literacy Coach Salary & Benefits	h. \$600,000	h. Title I
i. Professional development will be targeted to schools designated as Program Improvement.	i. District Administration, Site Administration, & Certificated Teachers/Ongoing	i. Registration Expenses, Substitute Teacher Expenses, & Materials	i. \$75,000	i. Title I Program Improvement
j. Sites hold a variety of parent nights discussing standards: Family Literacy Nights, Parent Forums, Multi-Cultural Events, Back to School Nights, Open House, Kindergarten Parent Orientation, Family Literacy Nights, Focal Student Parent Night and Parent Teacher Conferences.	j. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing	j. Materials, Printing, & Postage	j. \$6,000 j. \$6,000	j. General Fund (LCFF) j. Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Each school will maintain a Site Council and ELAC with staff, parents, and community representation. Annually each council will be updated on the State assessment data at a regular meeting. The District will maintain a DELAC, DAC and host a Migrant Mini Conference.</p> <p>b. Each school will send each parent his/her student achievement results with an explanation of how to interpret test results in the primary language of the parents.</p> <p>c. Each parent, grades K-6, will be invited to discuss progress and assessment results at a parent/teacher conference.</p> <p>d. An informative meeting will be held at Back to School Night to discuss the Title I Program.</p> <p>e. SARC's for each school will be developed and posted on the KUSD website for the community to read and will be available to parents at each campus.</p> <p>f. Letters are sent to parents of CELDT results and student placement in EL programs in the parent's primary language. Letters are sent to inform parents of NCLB requirements such as Highly Qualified Teacher, Program Improvement Schools, and Supplemental Educational Services as required.</p> <p>g. District will provide parent training sessions focusing on parenting skills and how to help children at home in reading.</p> <p>h. Community Organizations such as Rotary Club, Kiwanis Club and Soroptimist Club participate in Senior Interview Panels.</p> <p>i. Sites hold a variety of parent nights discussing standards such as Back to School Nights, Open House, Kindergarten Parent Orientation & Registration, and Frosh Parent Night, Family Literacy Nights, Parent Forums, Multi-Cultural Events, and Parent Teacher Conferences.</p>	<p>a. District Administration, Site Administration, Certificated Teachers & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration/Annual</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Annual</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Annual</p> <p>e. District Administration, Site Administration/Annual</p> <p>f. District Administration, Site Administration/Annual</p> <p>g. District Administration, Site Administration, & Certificated Teachers & Classified Staff/Ongoing</p> <p>h. District Administration, Site Administration/Annual</p> <p>i. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>h. No Extra Costs</p> <p>i. Materials, Printing, & Postage</p>	<p>a. \$6,000 a. \$3,000 a. \$2,500</p> <p>b. \$1,500 b. \$600</p> <p>c. \$1,000 c. \$400</p> <p>d. \$1,000 d. \$600</p> <p>e. \$2,500 e. \$600</p> <p>f. \$1,000 f. \$1,000</p> <p>g. \$1,000 g. \$1,000 g. \$1,000</p> <p>h. \$0</p> <p>i. \$6000 i. \$3000</p>	<p>a. General Fund (LCFF) a. Title I Parent Involvement a. Migrant Funds</p> <p>b. General Fund (LCFF) b. Title I Parent Involvement</p> <p>c. General Fund (LCFF) c. Title I Parent Involvement</p> <p>d. General Fund (LCFF) d. Title I Parent Involvement</p> <p>e. General Fund (LCFF) e. Title I Parent Involvement</p> <p>f. General Fund (LCFF) f. Title I</p> <p>g. General Fund (LCFF) g. Title I g. Title III</p> <p>h. N/A</p> <p>i. General Fund (LCFF) i. Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. District will calendar parent/student information nights, transition meetings, and articulation meetings to assist students and parents as they transition from one Site to another.</p> <p>b. As part of our "Base Educational Program" Highly qualified instructional tutors work in K-6 classrooms to assist teachers in helping students acquire ELA skills at a ratio of 1 instructional tutor for every 150-175 students.</p> <p>c. As part of our "Base Educational Program" Highly qualified instructional tutors work in 7-12 classrooms to assist teachers in helping students acquire ELA skills at a ratio of 1 instructional tutor for every 250-500 students.</p> <p>d. In addition to our "Base Educational Program" Highly qualified instructional tutors work in K-12 classrooms to assist teachers in helping students acquire ELA skills as determined by Sites.</p> <p>e. After school tutorials will be offered for all grades in ELA.</p>	<p>a. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>c. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. No Extra Costs</p> <p>b. Instructional Tutors Salary & Benefits</p> <p>c. Instructional Tutors Salary & Benefits</p> <p>d. Instructional Tutors Salary & Benefits</p> <p>e. Teacher Expenses & Materials</p>	<p>a. \$0</p> <p>b. \$400,000</p> <p>c. \$100,000</p> <p>d. \$75,000 d. \$63,000</p> <p>e. \$25,000 e. \$10,000</p>	<p>a. N/A</p> <p>b. General Fund (LCFF)</p> <p>c. General Fund (LCFF)</p> <p>d. Title I d. Title III</p> <p>e. General Fund (LCFF) e. Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>a. The District's School Board & Administration will fully support the Public School Accountability Act.</p> <p>b. District will participate in all phases of the State's standards-based assessment system including CELDT.</p> <p>c. District has a standards-based benchmark assessment and monitoring system and curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all English/reading/language arts classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>d. Each site will have a Single Plan for Student Achievement (SPSA) and the principal and School Site Council (SSC) have the responsibility for monitoring progress and making needed revisions.</p> <p>e. Classroom teachers will regularly assess students' mastery of standards by examining student work formative/summative assessments; re-teaching occurs as needed.</p>	<p>a. District Administration/Ongoing</p> <p>b. District Administration & Site Administration/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Teachers & Classified Staff/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a.. No Extra Costs</p> <p>b.. No Extra Costs</p> <p>c. Illuminate Costs</p> <p>d. No Extra Costs</p> <p>e. No Extra Costs</p>	<p>a. \$0</p> <p>b. \$0</p> <p>c. \$30,000</p> <p>d. \$0</p> <p>e. \$0</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. General Fund (LCFF)</p> <p>d. N/A</p> <p>f. N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
f. Teachers will be provided collaboration time for assessment design aligned to curriculum maps and instructional outcomes.	f. District Administration, Site Administration, & Certificated Teachers/Ongoing	f. Substitute Teachers Expenses & Teacher Stipends	f. \$10,000 f. \$5,000	f. General Fund (LCFF) f. Title I
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Students in grades 10-12 who fail the ELA section of the CAHSEE will be provided elective courses, after school tutorial and will have access to summer school.</p> <p>b. Summer school will be offered to students who have not met standards during the regular school year to help them prepare for success in the next grade level.</p> <p>c. SST meetings will be scheduled with students, parents, and teachers looking for solutions for students who show signs of struggling with academic achievement.</p> <p>d. Literacy specific coursework for students identified with need based on State and local assessment measures such as Read 180 and Accelerated Reader will be used district wide for all students.</p> <p>e. Saturday School for students behind in credits at the secondary level.</p> <p>f. Migrant tutorial and reading assistance for students below grade level standards.</p> <p>g. Grade level/department teams will be provided time to meet regularly to evaluate progress, monitor data, and revise/adapt program implementation based on evaluation of student work/assessment data/informal observation/etc.</p> <p>h. Qualifying students will be eligible to receive Supplemental Educational Services (SES) at schools designated as Program Improvement (PI) Year #2 or beyond.</p>	<p>a. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>h. District Administration, Site Administration/Annual</p>	<p>a. Staffing Costs, Materials, & Transportation</p> <p>b. Staffing Costs, Materials & Transportation</p> <p>c. Materials, Printing, & Postage</p> <p>d. Staffing Costs, Materials, Software Programs & Licenses</p> <p>e. Staffing Costs, Materials & Transportation</p> <p>f. Staffing Costs, Materials & Transportation</p> <p>g. Substitute Teachers Expenses & Teacher Stipends</p> <p>h. Staffing Costs</p>	<p>a. \$50,000 a. \$5,000</p> <p>b. \$250,000</p> <p>c. \$5,000 c. \$2,500</p> <p>d. \$100,000 d. \$5,000</p> <p>e. \$25,000 e. \$2,500</p> <p>f. \$25,000 f. \$2,500 f. \$10,000</p> <p>g. \$10,000 g. \$2,500</p> <p>h. \$75,000</p>	<p>a. General Fund (LCFF) b. Title I</p> <p>b.. General Fund (LCFF)</p> <p>c. General Fund (LCFF) d. Title I</p> <p>d. General Fund (LCFF) d. Title I</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Migrant Funds</p> <p>g. General Fund (LCFF) g. Title I</p> <p>h. Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a. Enterprise High School, Independent Study, and Cyber High are alternative programs for students needing additional academic program options (7-12).</p>	a. District Administration & Site Administration/Ongoing	a. Program Expenses	a. Varies Annually	a. General Fund (LCFF) a. Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. District offers the following services:</p> <ul style="list-style-type: none"> • After School Tutorial(K-12) • Summer School(K-12) • PASS Program (9-12) • AP Courses(9-12) & Honors Courses (7-8) 	<p>b. District Administration & Site Administration/Ongoing</p>	<p>b. Program Expenses</p>	<p>b. Varies Annually</p>	<p>b. General Fund (LCFF) b. Title I</p>
<p>c. Student Study Team will recommend intervention strategies and refer to special education testing as appropriate(K-12).</p>	<p>c. District Administration & Site Administration/Ongoing</p>	<p>c. Program Expenses</p>	<p>c. Varies Annually</p>	<p>c. General Fund (LCFF) c. Title I</p>
<p>d. Special Education, Speech, and additional services will be offered as identified in IEP(K-12.)</p>	<p>d. District Administration & Site Administration/Ongoing</p>	<p>d. Program Expenses</p>	<p>d. Varies Annually</p>	<p>d. General Fund (LCFF)</p>
<p>e. Counseling services will be available by full time counselors/psychologists by the district(K-12).</p>	<p>e. District Administration & Site Administration/Ongoing</p>	<p>e. Program Expenses</p>	<p>e. Varies Annually</p>	<p>e. General Fund (LCFF)</p>
<p>f. School Safety will be coordinated by Site Safety Liaisons(7-12).</p>	<p>f. District Administration & Site Administration/Ongoing</p>	<p>f. Site Safety Liaison Salary & Benefits & Supplemental/Additional Hours</p>	<p>f. \$150,000 f. \$20,000</p>	<p>f. General Fund (LCFF) f. Title I</p>
<p>g. Students will receive incentives, such as T-shirts and/or activity days, to help improve/motivate student achievement as rewards for success on the State tests, District Benchmark Tests, good attendance, and good behavior.</p>	<p>g. District Administration & Site Administration/Ongoing</p>	<p>g. Prizes & Incentive Costs</p>	<p>g. \$5,000 g. \$5,000</p>	<p>g. General Fund (LCFF) g. Title I</p>
<p>h. The general and categorical funds of Kerman Unified School District will be used appropriately to support the English/reading/language arts program goals in each Site's Single Plan for Student Achievement (SPSA) and the District Local Educational Agency Plan (LEAP).</p>	<p>h. District Administration & Site Administration/Ongoing</p>	<p>h. N/A</p>	<p>h. N.A</p>	<p>h. General Fund (LCFF) h. Title I, Title II, Title III, & Migrant Funds</p>

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Administrators will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.</p> <p>b. Teacher recruitment, hiring, evaluation, and tenure decisions will focus on the standards.</p> <p>c. All textbooks and supplemental materials are aligned with the standards.</p> <p>d. Classroom observation will stress mastery of standards based content.</p> <p>e. All new teachers will participate in BTSA, which focuses on standards.</p> <p>f. All teachers, grades K-12, will meet in grade level teams to develop and implement lessons/units of study aligned with the Common Core State Standards (CCSS).</p> <p>g. KUSD staff will be receiving services and training in regard to the CCSS and the integration of technology. Staff will attend workshops tailored to meet their needs and the needs of their students.</p> <p>h. Formative and summative assessments will be aligned to the standards being taught. Teachers will meet in their PLC to evaluate results and student mastery levels. Scores will be disaggregated by subgroups and individuals.</p> <p>i. Benchmark Tests will stress mastery of standards based content</p>	<p>a. Site Administration/Ongoing</p> <p>b. District Administration/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. Certificated Teachers (Year #1 & #2 Staff)/Ongoing</p> <p>f. Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>h. Site Administration & Certificated Staff/Ongoing</p> <p>i. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Professional Reading Material & Conference Expenses</p> <p>b. No Extra Costs</p> <p>c. Textbook Expenses</p> <p>d. No Extra Costs</p> <p>e. BTSA Support Provider Stipends & BTSA Teacher Stipends</p> <p>f. Substitute Teachers Expenses & Teacher Stipends</p> <p>g. Registration Expenses, Substitute Teacher Expenses, & Technology Purchases</p> <p>h. Software Programs & Licenses</p> <p>i. Printing Costs</p>	<p>a. \$10,000 a. \$5,000</p> <p>b. \$0</p> <p>c. \$500,000 Varies Annually</p> <p>d. \$0</p> <p>e. \$25,000 e. \$10,000</p> <p>f. \$50,000 f. \$10,000</p> <p>g. \$50,000 g. \$10,000</p> <p>h. \$25,000 h. \$5,000</p> <p>i. \$2,000 i. \$1,000</p>	<p>a. General Fund (LCFF) a. Title II</p> <p>b. N/A</p> <p>c. General Fund (LCFF)</p> <p>d. N/A</p> <p>e. General Fund (LCFF) e. Title II</p> <p>f. General Fund (LCFF) f. Title I</p> <p>g. General Fund (LCFF) g. Title I</p> <p>h. General Fund (LCFF) h. Title I</p> <p>i. General Fund (LCFF) i. Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. The District will purchase materials on the State Adopted List for grades(K-8) or aligned with the standards for grades(9-12). Instructional materials will be annually adopted by the KUSD Board.</p> <p>b. Curriculum collaboration time will be provided by the Early Release Wednesday Bell Schedule and grade level PLC will review data. Principals will meet with teachers to review assessment data. Assessment data will be shared at Principal meetings and District Leadership meetings.</p> <p>c. Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards.</p> <p>d. Lesson/unit plans will make explicit reference to the standards being taught.</p> <p>e. Curriculum maps will be developed and revised to reflect the sequence of standards based instruction.</p> <p>f. Supplemental Instructional materials, software, licenses, technology, and other equipment will be purchased as needed to facilitate improved student achievement.</p>	<p>a. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Textbook Expenses & Instructional Materials</p> <p>b. No Extra Costs</p> <p>c. No Extra Costs</p> <p>d. Lesson Plan Books</p> <p>e. Printing Costs</p> <p>f. Materials, Software Programs & Licenses, & Technology Purchases</p>	<p>a. \$500,000 Varies Annually</p> <p>b. \$0</p> <p>c. \$0</p> <p>d. \$5,000 d. \$2,500</p> <p>e. \$2,500 e. \$1,000</p> <p>f. \$100,000 f. \$25,000 f. \$2,000</p>	<p>a. General Fund (LCFF)</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. General Fund (LCFF) d. Title I</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p>
<p>3. Extended learning time:</p> <p>a. The District operates a CDE preschool program that focuses on language development and pre-reading readiness skills.</p> <p>b. The District will offer After School Tutoring, Saturday School, and Summer School that provides academic opportunities for at risk students, math skills for EL Students and/or enrichment for all students.</p> <p>c. The District will implement Class Size Reduction (CSR) in grades K-3.</p> <p>d. The District will offer math specific coursework for students identified with need based on State and local assessment measures.</p>	<p>a. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Program Expenses</p> <p>b. Staffing Costs, Materials, Software Programs & Licenses, & Transportation</p> <p>c. Program Expenses</p> <p>d. Staffing Costs, Materials, Software Programs & Licenses</p>	<p>a. \$450,000</p> <p>b. \$300,000 b. \$10,000 b. \$10,000</p> <p>c. \$100,000 c. \$60,000</p> <p>d. \$150,000 d. \$10,000</p>	<p>a. CDE Preschool/General Fund (LCFF)</p> <p>b. General Fund (LCFF) b. Title I b. Migrant Funds</p> <p>c. General Fund (LCFF) c. Title II</p> <p>d. General Fund (LCFF) d. Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>e. Students will receive additional instructional time and applied project time, focused around Content Standards, to increase math skills and comprehension through after school and summer activities.</p> <p>f. The District will offer intervention time daily that is built into the Master Schedule for students needing intervention in Math in grades K-12.</p>	<p>e. FRESH After School Program & FCOE Activities</p> <p>f. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p>	<p>e. Staffing Costs, Materials, Software Programs & Licenses, Transportation</p> <p>f. Staffing Costs, Materials, Software Programs & Licenses</p>	<p>e. \$100,000 e. \$10,000 e. \$10,000</p> <p>f. \$250,000 f. \$10,000 f. \$2,000</p>	<p>e. General Fund (LCFF) e. Title I e. Migrant Funds</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p>
<p>4. Increased access to technology:</p> <p>a. Content standards are supported through the integration of computer applications. All teachers and students have access to laptops for instruction by using the Computer Mobile Cart Labs. Teachers and district administration will be given opportunities to use innovative technology to enhance instruction.</p> <p>b. Teachers are assisted in assessing technology needs specific to their instructional program.</p> <p>c. Use of internet to assist in locating interactive math activities. All classrooms are networked with internet access. Several classrooms have promethean boards and all classrooms have LCD projectors.</p> <p>d. Technology provides specific interventions to scaffold learning for EL and special needs students. Math specific coursework for high school students identified with need based on State and local assessment measures.</p> <p>e. Training opportunities are provided which match appropriate technology resources with identified instructional needs.</p> <p>f. Supplemental Instructional materials, software, licenses, technology, and other equipment will be purchased as needed to facilitate improved student achievement.</p> <p>g. Use of technology for Math skills, listening, music, and research, including CD's and DVD's. Use of technology for presenting information to students in a variety of formats. Use of technology for word processing, i.e. graphic organizers, overheads, projectors, video presenters, etc.</p>	<p>a. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, Certificated Staff, & Site Computer Techs/Ongoing</p> <p>c. District Administration, Site Administration, Certificated Staff, & Site Computer Techs/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Staff, Classified Staff, & Site Computer Techs/Ongoing</p> <p>e. District Administration, Site Administration, Certificated Staff, & Classified Staff & Site Computer Techs/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, Certificated Staff, & Classified Staff & Site Computer Techs/Ongoing</p>	<p>a. Computer Purchases, Software Programs & Licenses</p> <p>b. No Extra Costs</p> <p>c. Internet Connections, Infrastructure, Internet Contracts & Technology Purchases</p> <p>d. Computer Purchases, Software Programs & Licenses.</p> <p>e. Registration Expenses & Substitute Teacher Expenses</p> <p>f. Materials, Software Programs & Licenses, & Technology Purchases</p> <p>g. Site Computer Techs Salary & Benefits & Supplemental/Additional Hours</p>	<p>a. \$250,000 Varies Annually a. \$25,000</p> <p>b. \$0</p> <p>c. \$175,000 c. \$20,000</p> <p>d. \$200,000 d. \$20,000 d. \$5,000</p> <p>e. \$75,000 e. \$5,000</p> <p>f. \$100,000 f. \$10,000 f. \$2,000</p> <p>g. \$250,000 g. \$25,000</p>	<p>a. General Fund (LCFF) a. Title I</p> <p>b. N/A</p> <p>c. General Fund (LCFF) c. Title I</p> <p>d. General Fund (LCFF) d. Title I d. Title III</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Title III</p> <p>g. General Fund (LCFF) g. Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a. District will provide staff development designed to train teachers in their grade level content standards.	a. District Administration, Site Administration, & Certificated Teachers/Ongoing	a. Consultant Expenses, Training Fees, & Materials	a. \$50,000 a. \$50,000	a. General Fund (LCFF) a. Title I Staff Development
b. Staff development days will focus on practicing core research practices and using standards based materials to support student achievement in Math.	b. District Administration, Site Administration, & Certificated Teachers/Ongoing	b. Consultant Expenses, Training Fees, & Materials	b. \$10,000 b. \$5,000	b. General Fund (LCFF) b. Title I Staff Development
c. Administrators and Teachers will attend trainings and conferences to support student achievement in Math.	c. District Administration, Site Administration, & Certificated Teachers/Ongoing	c. Registration Expenses & Substitute Teacher Expenses	c. \$50,000 c. \$25,000	c. General Fund (LCFF) c. Title I Staff Development
d. New teachers will participate in BTSA with activities that focus on the use of standards-based Math materials.	d. District Administration, Site Administration, & Certificated Teachers/Ongoing	d. BTSA Support Provider Stipends & BTSA Teacher Stipends	d. \$25,000 d. \$10,000	d. General Fund (LCFF) d. Title II
e. Whenever the District adopts new standards based Math materials, all teachers will participate in professional development related to the textbook use.	e. District Administration, Site Administration, & Certificated Teachers/Ongoing	e. Registration Expenses, Substitute Teacher Expenses, & Materials	e. \$15,000 e. \$5,000	e. General Fund (LCFF) e. Title II
f. Grade level/department teachers meet monthly to collaborate on Math strategies and student achievement and discuss with Site Administration. District will hold Principal, Leadership, and Director meetings to discuss Math curriculum.	f. District Administration, Site Administration, & Certificated Teachers/Ongoing	f. Printing Costs	f. \$1,000 f. \$1,000	f. General Fund (LCFF) f. Title I
g. District will hold parent training sessions that will focus on parenting skills and how to help children at home in Math.	g. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing	g. Parent Trainer Salary & Benefits	g. \$5,000 g. \$5,000 g. \$12,000	g. General Fund (LCFF) g. Title III g. Migrant Funds
h. District will provide ongoing instructional assistance and support for teachers to increase implementation of grade level standards, research-based instructional strategies, and core and supplemental instructional materials to increase student achievement. They will work inside the classroom and collaboratively with teachers to support them and deepen their knowledge about the content and delivery of instruction.	h. District Administration, Site Administration, & Certificated Teachers/Ongoing	h. Elementary & Secondary Math Coach Salary & Benefits	h. \$100,000 h. \$100,000	h. General Fund (LCFF) h. Title I
i. Professional development will be targeted to schools designated as Program Improvement.	i. District Administration, Site Administration, & Certificated Teachers/Ongoing	i. Registration Expenses, Substitute Teacher Expenses, & Materials	i. \$75,000	i. Title I Program Improvement
j. Sites hold a variety of parent nights discussing standards: Family Literacy Nights, Parent Forums, Multi-Cultural Events, Back to School Nights, Open House, Kindergarten Parent Orientation, Family Literacy Nights, Focal Student Parent Night and Parent Teacher Conferences.	j. District Administration, Site Administration, Certificated Staff, & Classified Staff/Ongoing	j. Materials, Printing, & Postage	j. \$6,000 j. \$1,000	j. General Fund (LCFF) j. Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Each school will maintain a Site Council and ELAC with staff, parents, and community representation. Annually each council will be updated on the State assessment data at a regular meeting. The District will maintain a DELAC, DAC and host a Migrant Mini Conference.</p> <p>b. Each school will send each parent his/her student achievement results with an explanation of how to interpret test results in the primary language of the parents.</p> <p>c. Each parent, grades K-6, will be invited to discuss progress and assessment results at a parent/teacher conference.</p> <p>d. An informative meeting will be held at Back to School Night to discuss the Title I Program.</p> <p>e. SARC's for each school will be developed and posted on the KUSD website for the community to read and will be available to parents at each campus.</p> <p>f. Letters are sent to parents of CELDT results and student placement in EL programs in the parent's primary language. Letters are sent to inform parents of NCLB requirements such as Highly Qualified Teacher, Program Improvement Schools, and Supplemental Educational Services as required.</p> <p>g. District will provide parent training sessions focusing on parenting skills and how to help children at home in Math.</p> <p>h. Community Organizations such as Rotary Club, Kiwanis Club and Soroptimist Club participate in Senior Interview Panels.</p> <p>i. Sites hold a variety of parent nights discussing standards such as Back to School Nights, Open House, Kindergarten Parent Orientation & Registration, and Frosh Parent Night, Family Literacy Nights, Parent Forums, Multi-Cultural Events, and Parent Teacher Conferences.</p>	<p>a. District Administration, Site Administration, Certificated Teachers & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration/Annual</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Annual</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Annual</p> <p>e. District Administration, Site Administration/Annual</p> <p>f. District Administration, Site Administration/Annual</p> <p>g. District Administration, Site Administration, & Certificated Teachers & Classified Staff/Ongoing</p> <p>h. District Administration, Site Administration/Annual</p> <p>i. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>a. Materials, Printing, & Postage</p> <p>h. No Extra Costs</p> <p>i. Materials, Printing, & Postage</p>	<p>a. \$6,000 a. \$3,000 a. \$2,500</p> <p>b. \$1,500 b. \$600</p> <p>c. \$1,000 c. \$400</p> <p>d. \$1,000 d. \$600</p> <p>e. \$2,500 e. \$600</p> <p>f. \$1,000 f. \$1,000</p> <p>g. \$1,000 g. \$1,000 g. \$1,000</p> <p>h. \$0</p> <p>i. \$6000 i. \$1000</p>	<p>a. General Fund (LCFF) a. Title I Parent Involvement a. Migrant Funds</p> <p>b. General Fund (LCFF) b. Title I Parent Involvement</p> <p>c. General Fund (LCFF) c. Title I Parent Involvement</p> <p>d. General Fund (LCFF) d. Title I Parent Involvement</p> <p>e. General Fund (LCFF) e. Title I Parent Involvement</p> <p>f. General Fund (LCFF) f. Title I</p> <p>g. General Fund (LCFF) g. Title I g. Title III</p> <p>h. N/A</p> <p>i. General Fund (LCFF) i. Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. District will calendar parent/student information nights, transition meetings, and articulation meetings to assist students and parents as they transition from one Site to another.</p> <p>b. As part of our "Base Educational Program" Highly qualified instructional tutors work in K-6 classrooms to assist teachers in helping students acquire Math skills at a ratio of 1 instructional tutor for every 150-175 students.</p> <p>c. As part of our "Base Educational Program" Highly qualified instructional tutors work in 7-12 classrooms to assist teachers in helping students acquire Math skills at a ratio of 1 instructional tutor for every 250-500 students.</p> <p>d. In addition to our "Base Educational Program" Highly qualified instructional tutors work in K-12 classrooms to assist teachers in helping students acquire Math skills as determined by Sites.</p> <p>e. After school tutorials will be offered for all grades in Math.</p>	<p>a. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>b. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>c. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Staff & Classified Staff/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a. No Extra Costs</p> <p>b. Instructional Tutors Salary & Benefits</p> <p>c. Instructional Tutors Salary & Benefits</p> <p>d. Instructional Tutors Salary & Benefits</p> <p>e. Teacher Expenses & Materials</p>	<p>a. \$0</p> <p>b. \$400,000</p> <p>c. \$100,000</p> <p>d. \$75,000 d. \$50,000</p> <p>e. \$25,000 e. \$10,000</p>	<p>a. N/A</p> <p>b. General Fund (LCFF)</p> <p>c. General Fund (LCFF)</p> <p>d. Title I d. Title III</p> <p>e. General Fund (LCFF) e. Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>a. The District's School Board & Administration will fully support the Public School Accountability Act.</p> <p>b. District will participate in all phases of the State's standards-based assessment system including CELDT.</p> <p>c. District has a standards-based benchmark assessment and monitoring system and curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>d. Each site will have a Single Plan for Student Achievement (SPSA) and the principal and School Site Council (SSC) have the responsibility for monitoring progress and making needed revisions.</p> <p>e. Classroom teachers will regularly assess students' mastery of standards by examining student work formative/summative assessments; re-teaching occurs as needed.</p>	<p>a. District Administration/Ongoing</p> <p>b. District Administration & Site Administration/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, Certificated Teachers & Classified Staff/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p>	<p>a.. No Extra Costs</p> <p>b.. No Extra Costs</p> <p>c. Illuminate Costs</p> <p>d. No Extra Costs</p> <p>e. No Extra Costs</p>	<p>a. \$0</p> <p>b. \$0</p> <p>c. \$30,000</p> <p>d. \$0</p> <p>e. \$0</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. General Fund (LCFF)</p> <p>d. N/A</p> <p>f. N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
f. Teachers will be provided collaboration time for assessment design aligned to curriculum maps and instructional outcomes.	f. District Administration, Site Administration, & Certificated Teachers/Ongoing	f. Substitute Teachers Expenses & Teacher Stipends	f. \$10,000 f. \$5,000	f. General Fund (LCFF) f. Title I
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Students in grades 10-12 who fail the Math section of the CAHSEE will be provided elective courses, after school tutorial and will have access to summer school.</p> <p>b. Summer school will be offered to students who have not met standards during the regular school year to help them prepare for success in the next grade level.</p> <p>c. SST meetings will be scheduled with students, parents, and teachers looking for solutions for students who show signs of struggling with academic achievement.</p> <p>d. Math specific coursework for students identified with need based on State and local assessment measures will be used district wide for all students.</p> <p>e. Saturday School for students behind in credits at the secondary level.</p> <p>f. Migrant tutorial and Math assistance for students below grade level standards.</p> <p>g. Grade level/department teams will be provided time to meet regularly to evaluate progress, monitor data, and revise/adapt program implementation based on evaluation of student work/assessment data/informal observation/etc.</p> <p>h. Qualifying students will be eligible to receive Supplemental Educational Services (SES) at schools designated as Program Improvement (PI) Year #2 or beyond.</p>	<p>a. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>b. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>c. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>d. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>e. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>f. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>g. District Administration, Site Administration, & Certificated Teachers/Ongoing</p> <p>h. District Administration, Site Administration/Annual</p>	<p>a. Staffing Costs, Materials, & Transportation</p> <p>b. Staffing Costs, Materials & Transportation</p> <p>c. Materials, Printing, & Postage</p> <p>d. Staffing Costs, Materials, Software Programs & Licenses</p> <p>e. Staffing Costs, Materials & Transportation</p> <p>f. Staffing Costs, Materials & Transportation</p> <p>g. Substitute Teachers Expenses & Teacher Stipends</p> <p>h. Staffing Costs</p>	<p>a. \$50,000 a. \$5,000</p> <p>b. \$250,000</p> <p>c. \$5,000 c. \$2,500</p> <p>d. \$100,000 d. \$5,000</p> <p>e. \$25,000 e. \$2,000</p> <p>f. \$25,000 f. \$2,000 f. \$10,000</p> <p>g. \$10,000 g. \$2,000</p> <p>h. \$75,000</p>	<p>a. General Fund (LCFF) b. Title I</p> <p>b.. General Fund (LCFF)</p> <p>c. General Fund (LCFF) d. Title I</p> <p>d. General Fund (LCFF) d. Title I</p> <p>e. General Fund (LCFF) e. Title I</p> <p>f. General Fund (LCFF) f. Title I f. Migrant Funds</p> <p>g. General Fund (LCFF) g. Title I</p> <p>h. Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a. Enterprise High School, Independent Study, and Cyber High are alternative programs for students needing additional academic program options (7-12).</p>	a. District Administration & Site Administration/Ongoing	a. Program Expenses	a. Varies Annually	a. General Fund (LCFF) a. Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. District offers the following services:</p> <ul style="list-style-type: none"> • After School Tutorial(K-12) • Summer School(K-12) • PASS Program (9-12) • AP Courses(9-12) & Honors Courses (7-8) 	<p>b. District Administration & Site Administration/Ongoing</p>	<p>b. Program Expenses</p>	<p>b. Varies Annually</p>	<p>b. General Fund (LCFF) b. Title I</p>
<p>c. Student Study Team will recommend intervention strategies and refer to special education testing as appropriate(K-12).</p>	<p>c. District Administration & Site Administration/Ongoing</p>	<p>c. Program Expenses</p>	<p>c. Varies Annually</p>	<p>c. General Fund (LCFF) c. Title I</p>
<p>d. Special Education, Speech, and additional services will be offered as identified in IEP(K-12.)</p>	<p>d. District Administration & Site Administration/Ongoing</p>	<p>d. Program Expenses</p>	<p>d. Varies Annually</p>	<p>d. General Fund (LCFF)</p>
<p>e. Counseling services will be available by full time counselors/psychologists by the district(K-12).</p>	<p>e. District Administration & Site Administration/Ongoing</p>	<p>e. Program Expenses</p>	<p>e. Varies Annually</p>	<p>e. General Fund (LCFF)</p>
<p>f. School Safety will be coordinated by Site Safety Liaisons(7-12).</p>	<p>f. District Administration & Site Administration/Ongoing</p>	<p>f. Site Safety Liaison Salary & Benefits & Supplemental/Additional Hours</p>	<p>f. \$150,000 f. \$20,000</p>	<p>f. General Fund (LCFF) f. Title I</p>
<p>g. Students will receive incentives, such as T-shirts and/or activity days, to help improve/motivate student achievement as rewards for success on the State tests, District Benchmark Tests, good attendance, and good behavior.</p>	<p>g. District Administration & Site Administration/Ongoing</p>	<p>g. Prizes & Incentive Costs</p>	<p>g. \$5,000 g. \$5,000</p>	<p>g. General Fund (LCFF) g. Title I</p>
<p>h. The general and categorical funds of Kerman Unified School District will be used appropriately to support the Mathematics program goals in each Site's Single Plan for Student Achievement (SPSA) and the District Local Educational Agency Plan (LEAP).</p>	<p>h. District Administration & Site Administration/Ongoing</p>	<p>h. N/A</p>	<p>h. N.A</p>	<p>h. General Fund (LCFF) h. Title I, Title II, Title III, & Migrant Funds</p>

Performance Goal 2:

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>INSTRUCTIONAL PROGRAM:</p> <p>Legal Requirements KUSD provides services to English Learners to ensure that they are acquiring English language proficiency at the same time as they are learning grade-level content. KUSD provides integrated and designated English Language Development (ELD) instruction to English Learners in transitional-kindergarten (TK) through grade twelve. This instruction is to support English Learners to learn English while simultaneously learning grade-level content through English.</p> <p>Instructional Level Data is collected and analyzed to measure EL student progress. Multiple measures of student progress are monitored using KUSD's Aeries and Illuminate database. These measures include: CELDT scores for each domain, Smarter Balanced Assessment Consortium (SBAC) assessment results for grades 3-8 and 11; District Common Assessment results; English Language Arts California High School Exit Exam (CAHSEE) results; and District Report Card Grades. The CELDT overall proficiency score is used as one of the multiple measures to determine the student's English proficiency level. Students who have less than reasonable fluency receive the Structured English Immersion Program. Students with reasonable fluency receive the English Language Mainstream instructional program. Each school site has a system in place for communicating to teachers who their English Learners are, a list of characteristics for the different levels, and appropriate strategies to use in instruction.</p> <p>Program Delivery Options KUSD provides English learner programs that include daily core curriculum as well as English language development instruction in English by specially-trained teachers, with the goal of promoting both acquisitions of the English language as well as grade-level content.</p> <p>1. Structured English Immersion This program includes the following instruction: English Language Development (ELD) and content instruction in history/social science, science, and mathematics, employing Specially Designed Academic Instruction in English (SDAIE) techniques in each area of instruction. This program may include instruction primary language support in Spanish. English Learners are assigned to appropriately authorized teachers.</p> <p>2. English Language Mainstream This program is offered to English Learners who have reasonable fluency in English or whose parents/guardians have requested this program. All English Learners receive ELD instruction and content instruction in history/social science, science, and mathematics, employing SDAIE techniques. Students are assigned to appropriately authorized teachers and are instructed within a setting that includes native English-speaking students.</p> <p>3. Parental Choice Alternative</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

This program is offered to English Learners, who have been granted a waiver into the Parental Choice Alternative Program. Waiver information is sent to parents/guardians within thirty days of the beginning of the school year. The Parental Choice Alternative Program shall consist of instruction in English and the primary language of the child, and shall be directed toward the rapid acquisition of English language skills and academic achievement. The promotion of positive self-image and cross-cultural understanding will also be a part of this program. This program offering is dependent on a minimum of twenty parental exception waiver requests at a grade level, at a school.

Integrated and Designated ELD, and SDAIE Instructional Strategies

All English Learners receive daily integrated and designated ELD which includes SDAIE instructional strategies. The purpose of integrated ELD is to provide ELs with grade-level, content area instruction focused on achieving both the grade-level core curricular standards in tandem with achieving ELD standards. The purpose of designated ELD is to provide a protected time, within the school day, when language development is the focus of instruction. When students receive designated ELD instruction, the goal is to progress in meeting the ELD standards. While working to achieve the goal of developing in English language while concurrently learning grade-level content, students should be supported with SDAIE strategies. The following are examples of conditions, strategies, and methods for supporting ELs:

- Leveraging and developing students' prior knowledge
- Leveraging native-language as well as home-community resources such as:
- Providing meaningful teaching units relevant to students' developmental level as well as background experiences
- Wait time for student response
- Comprehensible input/scaffolding
- Twenty-first century environment that integrates strategic use of technology as well as collaborative learning skills
- Verbalization supported with gestures, cognates, visuals, graphic organizer and context clues
- Response frames and questioning strategies to confirm, clarify, and expand the communicative interaction
- Opportunities for successful classroom experiences designed to meet standards for emerging, expanding, and bridging levels of English language proficiency: i.e. activities that are directed at appropriate levels, realistic and challenging goals and expectations
- Oral and written language practice in the forms and functions of language
- Teacher modeling of targeted skills and Academic vocabulary

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

District General Funds are used to provide English Learners (ELs) with learning opportunities equitable to English Only students. Resources provided by these funds include: appropriately credentialed teachers, textbooks, facilities, and professional development. Title III funds are used to supplement existing resources. Supplementary resources provided by these funds include: Bilingual Instructional Tutor/Aides, technology equipment and devices, and Parent Trainer. A student performance database is used to assist principals and classroom teachers in monitoring their student achievement.

c. Describe how the LEA will hold elementary and

The Superintendent and the Director of State & Federal Programs

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

secondary schools receiving funds under this subpart accountable for:

- meeting the annual measurable achievement objectives described in Section 3122;
- making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
- annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

supervise the principals and hold them accountable for their site's English Learners program goals and objectives in the Single Plan for Student Achievement (SPSA). The principals modify their SPSA annually to meet the needs of their ELs, and focus on meeting their Academic Performance Index growth target, and their EL student group target. Additionally, site principals review site data and assessment results and determine if AMAOs are met. The site principals are responsible for supporting and monitoring their instructional staff to ensure high quality instruction for all students. All principals and staff collect and analyze student data, and design site programs to meet the needs of the students.

The Director of State & Federal Programs chairs the DELAC, plans the DELAC agenda, holds regular meetings, and carries out the approved items of the group. The Director of State & Federal Programs also works with the Assistant Superintendent of Personnel to provide qualified staffing by hiring EL Authorized teachers for all schools. In addition, the State & Federal Programs staff, with input from the DELAC, designs and implements the District Master Plan for English Learners. Individualized site training and support in implementing the English Learners program is provided. The State & Federal Programs Department collects data (i.e., district assessment data, reclassification information, and student counts) from the schools, and integrates this information into Aeries and Illuminate.

The Site Principals secure a DELAC representative for sites which have 21 or more English Learners. In addition, site principals monitor the delivery of the ELD curriculum at their sites, and ensure that English Learners are placed with appropriately authorized teachers. Principals, with support from the district K-12 Teacher on Special Assignment for the English Learner Program, provide teachers with support materials for English Learners which demonstrate how to align ELD standards to the ELA-Literacy and other content area standards. Principals, with the support of district and site staff, are responsible for the annual administration of the State required tests for English Learners. Principals recommend appropriate placement of bilingual paraprofessionals at their site.

PROGRAM EFFECTIVENESS

District and Site Administrators

Sites receive CELDT results to review individual students' progress which is shared with the classroom teachers and staff. Multiple measures are used to assess student progress including the CELDT scores for each domain, District Report Card, and district common assessments. Student content area progress, as well as parity of academic achievement in English with students who are classified as English only, are monitored with these measures. Site principals assign students to appropriately authorized teachers, provide appropriate instruction, and set programs that meet the needs of the English Learners. Principals include in their Single Plan for Student achievement (SPSA) objectives to meet the needs of their English Learners.

Expected gains, in agreement with the Title III AMAO objectives, for English Learners are illustrated by the timeline below:

CELDT Level & Time in Program

Beginning/Early Intermediate/Intermediate/Early Advanced/Advanced/RFEP

1st Year/2nd Year/3rd Year/4th Year/5th Year/6th Year

Recognizing that English acquisition rates vary for individual

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

d. Describe how the LEA will promote parental and community participation in LEP programs.

students, the above timeline serves as a general guide only. California adopted new ELD standards in 2012. These standards use new English language proficiency level descriptors: Emerging, Expanding, Bridging. At this time, there is not an official measure available to appropriately classify students' English language development with these proficiency bands. While KUSD awaits the new English Language Proficiency Assessments of California (ELPAC) which will support the classification of students using the new proficiency level descriptors, KUSD will continue to use proficiency level descriptors as dictated by the CELDT, and listed above.

PARENT ADVISORY COMMITTEES

Legal Requirements

Whenever twenty-one or more English Learners are enrolled at a school site, the site has a functioning English Learner Advisory Committee (ELAC) in accordance with CA State regulations. Whenever fifty-one or more English Learners are enrolled in the district, the district has a functioning District English Learner Advisory Committee (DELAC) in accordance with the CA State regulations. These groups also follow the CA State regulations which outline the Guidelines for Advisory Committees.

KUSD values parent/guardian involvement as a crucial element in the success of the educational program. Parents/guardians and community members are welcomed to the school as partners. In order for parents/guardians of ELs to participate in their child's education, they must be well informed of school site and district activities, procedures, and policies which directly affect them. Parents/guardians are encouraged to participate in these committees, as well as others, to advise at the school and district levels.

Implementation of Site English Learners Advisory Committee (ELAC)

Sites with twenty-one or more English Learners have an elected committee that meets at least four times a year. This committee is comprised of parents/guardians, staff, and site administration. The parents/guardians of ELs form the majority of the committee membership. During the first ELAC meeting of each school year, an election is held by the committee to select a DELAC representative. The elected DELAC representative, along with the Site administrator conducts the ELAC meetings. Each school site has a set of bylaws to govern the functions and responsibilities of the school's ELAC. The ELAC advises the site administration and staff on the development of the school's Single Plan for Student Achievement (SPSA), the school's needs assessment efforts to make parents/guardians aware of the importance of participating in the educational program and the importance of regular school attendance. The school-site administration, with support from the State & Federal Programs Department, is responsible for providing training to all ELAC members enabling them to carry out their legal responsibilities. Meetings are held throughout the year and announced at least seventy-two hours in advance, with notices translated as required to the extent possible.

District English Learners Advisory Committee (DELAC)

This KUSD committee is comprised of the elected parent/guardian representatives from all sites with twenty-one or more English Learners. The elected president of the DELAC coordinates and conducts the DELAC meetings in collaboration with district representatives. The State & Federal Programs Department has the responsibility to provide training materials and training to all DELAC members, enabling them to carry out their legal

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

	<p>responsibilities.</p> <p>The functioning DELAC Committee advises the Board of Education on the following: the District Master Plan for English Learners, the district-wide needs assessment, the goals and objectives for EL programs, the plan to ensure compliance with teacher/aide requirements, reclassification procedures, and written notifications sent to parents/guardians. The DELAC has a set of bylaws to govern its responsibilities and functions. Meetings are announced at least seventy-two hours in advance and notices are translated into Spanish.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • Implement a research-based integrated and designated English Language Development program • Supplement language arts program • Review student performance • Monitor individual student and site programs using annual CELDT results and District criteria • Monitor ELs' progress in core academic areas • Set benchmarks for student performance • Provide bilingual tutor/aide support for content area classes • Provide appropriate intervention placement for students struggling with core subject matter.
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Specify EL Program Professional Development objectives in each site's Single Plan for Student Achievement (SPSA), as needed. The Director of Curriculum, Instruction and Assessment, along with support from the District Leadership team and FCOE consultants will structure high quality professional development and coaching which includes but is not limited to:</p> <ul style="list-style-type: none"> • Common Core State Standards & EL Strategies • Integrated and Designated Language Development • ELD Standards <p>The District Leadership team and FCOE consultants will structure high quality professional development and coaching for teachers.</p> <p>The District Leadership team and FCOE consultants will structure high quality professional development and coaching for teachers.</p> <p>The District Leadership team and FCOE consultants will structure high quality professional development and coaching for teachers.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X If yes, describe:</p> <ul style="list-style-type: none"> • Use EL data to review program objectives • Determine appropriate research-based strategies to meet the needs of the English Learners • Develop ongoing evaluation and monitoring plan • Carryout professional development for teachers and support staff

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Differentiate instruction to meet the needs of the students at different levels of English language proficiency • Identify ELs needing specific interventions; then provide and monitor those interventions
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Coordinate programs and services with Migrant Education and Title I • Provide Parent Training at school sites • Coordinate services with each site's Response to Instruction and Intervention Plan
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Monitor the progress of ELs by analyzing their individual student results on the multiple measures previously described. • Seek teacher input • Use data to adjust the instructional program • Provide support, observation, and feedback to teachers to ensure quality instruction is being provided
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Share parenting ideas, communication, discipline, and homework help at ELAC meetings • Provide parent workshops and regular parent meetings • ELACs advise School Site Councils • Coordinate Parent Training programs • Encourage parent participation in school events, such as: Back-to-School Night and Open House • Conduct District English Learners Advisory Council (DELAC) meetings to address district-wide needs • Provide funds to school sites for translation services • Loan translation equipment to school sites • Increase communication with parents of English learners by developing school level procedures for providing translation for parents when needed.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

9. Improve the instruction of LEP children by providing for -
- The acquisition or development of educational technology or instructional materials
 - Access to, and participation in, electronic networks for materials, training, and communication; and
 - Incorporation of the above resources into curricula and programs.

Check if Yes:
X

If yes, describe:

- Incorporate technology aligned to standards
- Provide computers/technology to allow access for all students at school
- Provide access to Computer Labs & Mobile Carts

10. Other activities consistent with Title III.

Check if Yes:
X

If yes, describe:

- Continue access to Aeries & Illuminate for teachers and administrators.
- Identify which students have not met AMAOs and implement District intervention procedures

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Kerman Unified School District will notify the parents of students enrolled since the previous school year; not later than 30 days after the beginning of the school year. The notification letter is in an understandable and uniform format and, to the extent practicable, in a language the parent can understand. (Parent Notification of English Learner Program Placement letter)
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	If students enroll after the beginning of the school year, parents will be notified within 2 weeks of the child being placed in such a program. (Parent Notification of English Learner Program Placement letter)
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	These letters are mailed home to parents. Following initial placement, progress is formally evaluated at three intervals during the year and parents are informed in writing of their child's scores (report cards) and any changes in program or classification. Monthly site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	In addition to parent notification of assessment results and program participation, Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	These meetings may also serve to provide parents of EL children to share their recommendations for program design and goals.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Incorporated within the students' Individualized Education Plan present levels of performance, goals, and notes.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	Annual Parent Notification letter is sent at beginning of school year, explaining all program options. Upon initial enrollment, families receive language assessment results and orientation to district programs within two weeks.
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	Annual Parent Notification letter is sent at beginning of school year, explaining all program options. Upon initial enrollment, families receive language assessment results and orientation to district programs within two weeks.
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	Annual Parent Notification letter is sent at beginning of school year, explaining all program options. Upon initial enrollment, families receive language assessment results and orientation to district programs within two weeks.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe: Currently not receiving Title III Immigrant Funds.</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
<p>The District:</p> <ol style="list-style-type: none">1. Provides a vision of learning that is shared and supported by the school community.2. Models a code of ethics.3. Develops a central focus for staff development as it relates to Common Core State Standards (CCSS).4. Develops professional leadership capacity5. Collaborates with California State University Fresno, Fresno Pacific University, and National University.6. Provides a comprehensive New Teacher Induction Program and Peer Assistance and Review (PAR) Program7. Collaborates with the Fresno County Office of Education to provide professional development including technology training.8. Annually reviews Board Policy as it relates to personnel hiring requirements and credentialing requirements.	<p>The District:</p> <ol style="list-style-type: none">1. Continues to support student academic performance in English/Language Arts and Mathematics through a standards-based program.2. Continues to support teachers' implementation of EL strategies in their classroom instruction.3. Collaborates with families and community members to utilize resources.4. Implements an NCLB audit to ensure all teachers are highly qualified annually.

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a. All content-related professional development is aligned to content standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends</p>	<p>a. \$50,000 a. \$50,000 a. \$10,000</p>	<p>a. General Fund (LCFF) a. Title I a. Title III</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. Principals and district staff review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Emphasize topics that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest-performing groups. Design a system of professional development that is both coherent and differentiated focusing on improving student achievement. Concentrate professional development resources where they are needed most. Teachers and principals collaborate with each other.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends</p>	<p>a. \$50,000 a. \$50,000 a. \$10,000</p>	<p>a. General Fund (LCFF) a. Title I a. Title III</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a. Principals and district staff review how well does it focus on students meeting, exceeding key essential standards through the use of State-adopted standards-based materials and formative assessments; How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities); How well integrated are materials</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. No Extra Costs</p>	<p>a. \$0</p>	<p>N/A</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>adoption/selection, intervention approaches, and family and community relations with the professional development system? Due to an increased emphasis on closing the achievement gap, both new and veteran administrators benefit from coaching and mentoring as they lead teachers and paraprofessionals. Coaching and mentoring will be provided to beginning administrators by other District staff.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: a. KUSD staff will be receiving services and training in alignment of instruction with content standards from the Fresno County Office of Education, consultants, and other workshops.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends</p>	<p>a. \$50,000 a. \$50,000 a. \$5,000</p>	<p>a. General Fund (LCFF) a. Title I a. Title III</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: a. Teacher collaboration time will focus on designing formative/benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on. Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Staff development will focus on standards based instruction and closing the achievement gap. Staff development will focus on teaching methodology, including level-guided reading and incorporating technology into the instructional program. Professional development activities will be available for Regional Occupational Program, Migrant Education, Technology and Special Education staff.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends & BTSA</p>	<p>a. \$20,000 a. \$20,000 a. \$30,000</p>	<p>a. General Fund (LCFF) a. Title I a. Title II</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: a. The District Administration and Director of Technology will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends</p>	<p>a. \$20,000 a. \$15,000</p>	<p>a. General Fund (LCFF) a. Title I</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. The Fresno County Office of Education office will provide training for Site technology needs and other district staff on an ongoing basis.</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>a. Registration Expenses, Consultant Contracts, Substitute Teacher Expenses, & Stipends</p>	<p>a. \$25,000 a. \$25,000</p>	<p>a. General Fund (LCFF) a. Title I</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a. A professional needs assessment was conducted by the District on Staff Development Needs for certificated and classified staff.</p> <p>b. School Site Council review professional development activities in the Single Plan for Student Achievement (SPSA).</p> <p>c. District staff determines budget for professional development and needs based on test data and input from staff, community, and parents.</p> <p>d. LEA plan is developed with the input of parents and teachers and is approved by the Board of Trustees.</p>	<p>a. District Administration, Site Administration, Certificated Staff & Classified Staff (annual) b. SSC (annual) c. Superintendent, Board of Trustees (annual) d. Advisory groups, Board of Trustees (annual)</p>	<p>No Extra Costs</p>	<p>\$0</p>	<p>N/A</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>a. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments; include planning for addressing diverse student needs, student behavior management, and working with families. Formative/summative assessment data and best practices will be discussed in the PLC's.</p> <p>b. Staff development days focused on practicing core research</p>	<p>a. District Administration, Site Administration & Certificated Staff/Ongoing</p>	<p>No Extra Costs</p>	<p>\$0</p>	<p>N/A</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also include planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c. Professional Development opportunities provide intensive, focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards based system.</p> <p>d. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavioral management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district, especially for new principals.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. All paraprofessionals are highly qualified. All certificated staff are highly qualified. All newly hired teachers must meet the NCLB "highly qualified" requirements.</p> <p>b. Training for paraprofessionals, which may include content and instructional strategies, will be provided.</p>	<p>a. District Administration & Site Administration</p>	<p>No Extra Costs</p>	<p>\$0</p>	<p>N/A</p>

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
<ul style="list-style-type: none">• School Study Team• Safe School Plan and Disaster Preparedness Plan• Surveillance systems and/or alarms at each campus• Student Recognition Programs• School Attendance Review Board• Counseling Services• Psychologists Services• Contract for canine searches by Interquest• One School/Community Resource Officer through Kerman Police Department• Campus Security Liaison at each Secondary School Site• The district has a strongly enforced and well-publicized progressive discipline policy.• Alternative Educational Programs (KMS Opportunities, Independent Study, Enterprise High School)• FRESH After School Programs• Clean, safe, updated facilities• School programs that demonstrate sensitivity to socioeconomic, ethnic, racial, linguistic, and developmental diversity• Low dropout rate• High actual attendance rate• Behavioral referral services include Anger Management groups, Counseling, & Community Service• Activities that foster a positive drug-free school climate such as Red Ribbon Week.	<ul style="list-style-type: none">• More County coordinated services (probation, family counseling, etc)• English Learner parents need to be more involved at the school site levels.• Policy may exist in writing but not be adequately enforced.• After school activities at the secondary level do not appeal to the high-risk students.

Environments Conducive to Learning (Activities)

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

Activities
<ul style="list-style-type: none">• School Study Team• Safe School Plan and Disaster Preparedness Plan• Surveillance systems and/or alarms at each campus• Student Recognition Programs• School Attendance Review Board• Counseling Services• Psychologists Services• Contract for canine searches by Interquest• One School/Community Resource Officer through Kerman Police Department• Campus Security Liaison at each Secondary School Site• The district has a strongly enforced and well-publicized progressive discipline policy.• Alternative Educational Programs (KMS Opportunities, Independent Study, Enterprise High School)• FRESH After School Programs• Clean, safe, updated facilities• School programs that demonstrate sensitivity to socioeconomic, ethnic, racial, linguistic, and developmental diversity• Low dropout rate• High actual attendance rate• Behavioral referral services include Anger Management groups, Counseling, & Community Service• Activities that foster a positive drug-free school climate such as Red Ribbon Week. <p>The district will continue to hold a Migrant Mini-Conference each year to address resiliency principles (caring, high expectations and meaningful participation) for staff and other partner agencies and parents. The district will continue to fund a Child Welfare and Attendance Officer who does outreach to families of students who are truant, and/or have behavior/discipline problems. Peers will be trained yearly in conflict resolution and peer mediation. The program is coordinated at several school sites. A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests; these include homework centers/tutoring, athletic activities, drama, music, journalism, and other clubs.</p>

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
<ul style="list-style-type: none">• School Study Team• Safe School Plan and Disaster Preparedness Plan• Surveillance systems and/or alarms at each campus• Student Recognition Programs• School Attendance Review Board• Counseling Services• Psychologists Services• Contract for canine searches by Interquest• One School/Community Resource Officer through Kerman Police Department• Campus Security Liaison at each Secondary School Site• The district has a strongly enforced and well-publicized progressive discipline policy.• Alternative Educational Programs (KMS Opportunities, Independent Study, Enterprise High School)• FRESH After School Programs• Clean, safe, updated facilities• School programs that demonstrate sensitivity to socioeconomic, ethnic, racial, linguistic, and developmental diversity• Low dropout rate• High actual attendance rate• Behavioral referral services include Anger Management groups, Counseling, & Community Service• Activities that foster a positive drug-free school climate such as Red Ribbon Week.	<ul style="list-style-type: none">• More County coordinated services (probation, family counseling, etc)• English Learner parents need to be more involved at the school site levels.• Policy may exist in writing but not be adequately enforced.• After school activities at the secondary level do not appeal to the high-risk students.

Performance Goal 4:

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

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

Prevention Program Performance Indicators (4115(a)(1)(B))

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2012-2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 1% 7th: 13%	5th: 1% 7th: 3%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 10% 9th: 12% 11th: 10%	7th: 3% 9th: 3% 11th: 3%
The percentage of students that have used marijuana will decrease biennially by:	5th: 0% 7th: 15%	5th: 0% 7th: 3%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 22% 9th: 31% 11th: 35%	7th: 5% 9th: 5% 11th: 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 10% 9th: 15% 11th: 10%	7th: 3% 9th: 3% 11th: 3%
The percentage of students that feel very safe at school will increase biennially by:	5th: 90% 7th: 75% 9th: 80% 11th: 85%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 25% 9th: 25% 11th: 15%	7th: 5% 9th: 5% 11th: 5%

Truancy Performance Indicator	Most recent date: 2012-2013 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 5% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	15%	5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2012-2013 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	5th: 75% 7th: 40% 9th: 25% 11th: 35%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	5th: 70% 7th: 45% 9th: 35% 11th: 38%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	5th: 15% 7th: 25% 9th: 20% 11th: 15%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	5th: 60% 7th: 40% 9th: 25% 11th: 30%	5th: 5% 7th: 5% 9th: 5% 11th: 5%

Other Performance Measures

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

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

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

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

Program 1
<p>Science Based Program Name:</p> <p>Program ATODV Focus: KUSD no longer receives TUPE Funding</p> <p>Target Grade Levels:</p> <p>Target Population Size:</p> <p>Purchase Date:</p> <p>Staff Training Date:</p> <p>Start Date:</p>
Program 2
<p>Science Based Program Name:</p> <p>Program ATODV Focus:</p> <p>Target Grade Levels:</p> <p>Target Population Size:</p> <p>Purchase Date:</p> <p>Staff Training Date:</p> <p>Start Date:</p>
Program 3
<p>Science Based Program Name:</p> <p>Program ATODV Focus:</p> <p>Target Grade Levels:</p> <p>Target Population Size:</p> <p>Purchase Date:</p> <p>Staff Training Date:</p> <p>Start Date:</p>

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

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

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

Promising or Favorable Programs (4115 (a)(3))

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

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

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

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

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

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

As a result of our analysis of collected data, we have selected the following activities: "After School Programs", "Conflict Mediation/Resolution", "Early Intervention and Counseling", " Peer Helping and Peer Leaders", " School Policies", "Service Learning /Community Service", and "Tobacco-Use Cessation" classes. These programs will help use create a more positive school and student image in our community.

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

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

California Health Kids Survey data are collected every two years per state requirements.

Use of Results and Public Reporting (4115 (a)(2)(B))

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

Data Collection Timeline:

1) Baseline CHKS data was established and the California Health Kids Survey data will be collected every two years per state requirements.

Reporting Timeline:

1) A summary of the report will be presented to the District Administration staff.

2) Information will be shared with Site Administration who will then share with Site Certificated and Classified staff.

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

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

The school district defines the highest need students as students who receive Title I services, are English Language Learners, have multiple suspensions, have emotional or mental health problems, have poor attendance, and are performing below standards.

The following services are funded for students with the greatest needs:

1) Early identification and intervention services with counselors from community-based organizations.

2) Outreach workers for high risk families and truant students.

3) After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities.

4) A referral system for family counseling and support services.

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

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

Representatives from community-based prevention organizations such as law enforcement (Kerman Police Department DARE Officer and Juvenile Probation Officers) work closely with Site & District Administration.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as

volunteers in the classroom and after school, and volunteering on committees and School-Site Council. Each site operates a School Site Council which reviews the Single Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on committees. The Migrant Parent Advisory Committee sponsor a yearly conference in which parents learn about prevention activities. Parents are in charge of sponsoring Sober Graduation activities each year. The PTA sponsors many community events like school carnivals and community fund-raisers. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, and Program Improvement information just to name a few. The school accountability report card and other documents are placed on the district web site as well. The District used Connected to notify parents regularly.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

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

KUSD no longer receives TUPE Funding

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

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

Position/Title	Full Time Equivalent
KUSD no longer receives TUPE Funding	

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

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

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

5.1 (High School Graduates)	
Activities/Actions	All students complete Four -Year Academic Plan upon enrollment. Parents are notified of graduation requirements. Counselors/Learning Directors are assigned to all students and schedule annual meetings to asses student progress. Phone calls are made to parents concerning progress. Conferences are scheduled when needed. CALSOAP After school tutoring is available CAHSEE Classes Offered during Regular Schedule for students not passing the CAHSEE. Summer School provides students an opportunity to earn credits.
Students Served	All Students
Timeline/ Person(s) Involved	Site Administrators & Certificated Staff(Ongoing)
Benchmarks/ Evaluation	KHS will increase its Graduation Rate 1% each year KHS will increase the number of Graduating students that have met a-g requirements for UC/CSU by 2% each year 100% of KHS Graduating students will attend a post secondary or work educational opportunity.
Funding Source	Title I, Migrant, LCFF
5.2 (Dropouts)	
Activities/Actions	KHS has extracurricular/co-curricular clubs that are culturally sensitive and serve a diverse range of student interest. KHS offers interscholastic athletic teams for females and males. CALSOAP Alternative Ed programs Regional Occupational Program and Vocational classes (CTE)
Students Served	All Students
Timeline/ Person(s) Involved	Site Administrators & Certificated Staff(Ongoing)
Benchmarks/ Evaluation	KHS will decrease its Drop Out Rate 1% each year KHS will increase the number of students that participate in clubs and or athletic teams by 2% each year
Funding Source	LCFF & Student Body Funds
5.3 (Advanced Placement)	
Activities/Actions	KHS offers Outreach Programs and other College Recruiters KHS offers Nine AP courses available to students in a variety of areas Financial Aid and Scholarship Workshops are available After School Tutorials and Summer School
Students Served	All Students
Timeline/ Person(s) Involved	Site Administrators & Certificated Staff(Ongoing)

Benchmarks/ Evaluation	<p>The number of low socio-economic students enrolled in AP courses will increase by 10%.</p> <p>The fiscal amount of financial aid and scholarships available to students will increase by 10%</p> <p>The number of students enrolled in after school tutorial and summer school will increase by 5%</p>
Funding Source	Title I, Migrant, LCFF

Additional Mandatory Title I Descriptions

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Kerman Unified School District basis for Title I ranking is the percentage of students qualifying for free and reduced lunches. All schools in KUSD are at 75% or higher according to the poverty criteria as reported in CALPADS. All schools in the district who are eligible for Title I are school-wide programs, thus making all students in those schools eligible for services.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Kerman Unified School District basis for Title I ranking is the percentage of students qualifying for free and reduced lunches. All schools in KUSD are at 75% or higher according to the poverty criteria as reported in CALPADS. All schools in the district who are eligible for Title I are school-wide programs, thus making all students in those schools eligible for services.</p>

Additional Mandatory Title I Descriptions

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

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

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.
 For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Title I funds supplement the core instructional program and assist students to meet the standards through the use of research based teaching methods. Programs funded by Title I increase learning time, provide supplemental support of the core academic curriculum, provide academic intervention programs, and allow for special grouping and tutoring to assist low-performing students. The Director of State & Federal Programs is the district's liaison for Homeless Children, which includes students who have been identified as living in a "doubled up" circumstance.

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

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Each site will conduct a needs assessment that takes into account, at minimum, the California Standards Test, STAR Writing assessment, CELDT, curriculum embedded assessments, teacher assessments, end-of course exams, GPA, graduation credits, AP participation, CAHSEE pass rate, attendance data, professional development surveys and parent and student surveys as applies.

Sites will use strategies based on scientific research that:

- Ensures all students receive differentiated instruction based on need
- Implements the district’s adopted, standards-based core instructional materials
- Provides extended learning time
- Targets lowest achieving students
- Measures effectiveness of practice
- Staff will meet NCLB “Highly Qualified Teacher” requirements
- Provide continuous professional development opportunities for teachers, administrators, para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements.

Institute effective parent engagement strategies which:

- Are meaningful to parents
- Support student achievement
- Provide information in the primary language of families
- Use a combination of communication systems (meetings, newsletters, websites)
- Provide workshops and events for families (e.g family literacy nights, parent workshops, community events, assemblies)

Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that address the needs of students

Targeted Assistance Programs (TAS) - Student Identification

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

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

N/A – KUSD does not have any Targeted Assistance Schools

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

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A – KUSD does not have any Targeted Assistance Schools</p>
<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>Homeless students are identified and referred to the Director of State & Federal programs who provides assistance in areas including, but not limited to:</p> <ul style="list-style-type: none"> Enrollment and attendance Health/immunizations Referrals to community services Tutoring/program support Transportation
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A – KUSD does not have a Community Day School; Referrals are sent to FCOE</p>

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Kerman Unified School District has been identified as a PI LEA Year #3 District. KUSD Schools and their Program Improvement status are the following:

- Goldenrod Elementary – Year #1
- Kerman Floyd Elementary – Year #2
- Liberty Elementary – Year #2
- Sun Empire Elementary – Year #3
- Kerman Middle School – Year #3
- Kerman High School – Year #4

Program Improvement (PI) - Parent Notification	
<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>As Kerman Unified Schools enter or advance in Program Improvement, all parents from the designated school sites receive a letter notifying them of the school's Program Improvement status. Contained in this letter is information regarding the reason the school is designated for PI, as well as options for School Choice and Supplemental Education Services (SES).</p>

Program Improvement (PI) - Parent Notification	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	School Choice is available to all students. Supplemental Education Services is offered to eligible students from low-income families who attend Title I schools that are in their second year of Program Improvement. Students will be prioritized based on need (i.e. those designated as being below grade level based on assessment results).

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

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Human Resources Department of Kerman Unified School District utilizes Ed-Join to post job openings and attends local job fairs at various Colleges/Universities to recruit highly qualified teachers. Our Beginning Teacher Support and Assessment (BTSA) program connects Support Providers directly with our Beginning Teachers to ensure they are successful teachers.
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.	The LEA and sites provide ongoing parent communication through several avenues. The KUSD website and School Site websites are updated with district and school information. The Parent Portal system is a tool for parents to allow them access to student information such as grades, attendance, and discipline. ConnectEd phone system is utilized to send messages home regarding upcoming events on campus. District and Site committees/meetings such as DELAC, ELAC, and Migrant serve the needs of the English Learners and their families, allowing them to provide their input into the school and district programs. Parent Training sessions are held each Semester for both Elementary and Secondary parents. School sites disseminate information regarding school and parent programs through Parent Teacher Clubs, School Site Council, and newsletters.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

KUSD annually reviews/revises the LEA Plan, LCAP, and Single Plan for Student Achievement to assist in the educational process of the students in our District. The District goals are reviewed and modifications are made annually. District Administrators, Site Administrators, District and Site committees and teachers provide input to support the academic success of all students enrolled in our schools. The LEA Plan, LCAP, and Single Plan for Student Achievement adhere to the District mission and vision, State standards, and utilize research based effective strategies and student data to guide the instruction at all Sites. All teachers will use the state approved district adopted curriculum and instruction programs and District common assessment results to monitor student achievement during the school year.

Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Robert Frausto

January 15,
2015

Printed or typed name of Superintendent

Date

Signature of Superintendent

Local Educational Agency Plan Kerman Unified School District

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2015 - 2016.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Educational Agency Plan Kerman Unified School District

Appendix B

Links to Data Websites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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

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

Science-Based Programs

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

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

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

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

School-Based Programs

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

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

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

Appendix C
(Community and Family-Based Programs)

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

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

Appendix D

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

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

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

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

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

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

Appendix E
(Promising or Favorable Programs)

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

Appendix E
(Promising or Favorable Programs)

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

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	3,406	3,463		386	380		19	18		185	184	
Growth API	777	773		841	819		787	815		843	832	
Base API	788	779		839	842		758	788		851	843	
Target	D	D										
Growth	-11	-6		2	-23					-8	-11	
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	2,774	2,841		1,413	1,425		2,815	2,869		379	435	
Growth API	764	763		727	726		762	762		608	618	
Base API	776	765		746	729		774	764		625	612	
Target												
Growth	-12	-2		-19	-3		-12	-2		-17	6	
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,214	1,310	1,375
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	1,214	1,310	1,375
Number Met	686	757	837
Percent Met	56.5	57.8	60.9
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,018	454	1,065	480	1,119	519
Number Met	169	205	210	252	289	277
Percent Met	16.6	45.2	19.7	52.5	25.8	53.4
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	99		100	100		99	99	
Number At or Above Proficient	1496	1411		215	181		8	10		100	101	
Percent At or Above Proficient	53.4	50.1		67.6	62.0		44.4	66.7		71.4	68.7	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	1155	1103		500	478		1162	1101		101	116	
Percent At or Above Proficient	50.4	47.2		41.4	38.9		49.8	46.5		31.5	31.5	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		No	No		No	No	

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	99		100	100		99	99	
Number At or Above Proficient	1452	1341		192	183		9	10		102	101	
Percent At or Above Proficient	51.8	47.6		60.4	62.7		50.0	66.7		72.3	68.7	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	No		No	Yes		--	--		Yes	No	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	1130	1036		555	526		1134	1059		111	116	
Percent At or Above Proficient	49.3	44.3		45.9	42.8		48.6	44.7		34.6	31.4	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	No		No	No		No	No		No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	4	7	9	16	27	47	10	18	7	12	57
1	5	3	59	30	97	49	25	13	11	6	197
2	10	5	61	29	83	40	44	21	11	5	209
3	15	8	49	26	84	44	26	14	18	9	192
4	18	10	65	35	78	42	13	7	10	5	184
5	20	14	66	48	40	29	4	3	8	6	138
6	7	10	25	36	30	43	5	7	2	3	69
7	16	19	35	41	23	27	7	8	5	6	86
8	11	17	28	44	11	17	8	13	5	8	63
9	1	2	20	38	24	45	8	15			53
10	5	9	21	36	20	34	7	12	5	9	58
11	3	9	21	64	4	12	4	12	1	3	33
12	4	11	7	19	14	39	5	14	6	17	36
Total	119	9	466	34	535	39	166	12	89	6	1375

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	5	2	17	6	65	22	74	25	131	45	292
1	5	2	60	29	102	50	25	12	13	6	205
2	10	5	62	29	84	39	45	21	13	6	214
3	16	8	51	25	85	42	28	14	22	11	202
4	18	9	66	35	80	42	13	7	14	7	191
5	20	14	66	46	40	28	4	3	13	9	143
6	8	11	26	36	30	42	5	7	3	4	72
7	17	19	36	40	23	26	7	8	6	7	89
8	12	18	28	42	11	16	8	12	8	12	67
9	1	2	22	35	24	38	9	14	7	11	63
10	5	8	21	34	20	32	8	13	8	13	62
11	5	13	21	53	5	13	5	13	4	10	40
12	4	11	7	19	14	39	5	14	6	17	36
Total	126	8	483	29	583	35	236	14	248	15	1676