

**Mesa Union School District
Local Education Plan
2014-2017**

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

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Mesa Union School District

County/District Code: 56-72470

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

Date of Local Governing Board Approval: 9/15/2015

District Contact Information:

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

Jeff Turner

September 15, 2015

Printed or typed name of Superintendent

Date

Signature of Superintendent

Steve Sullivan

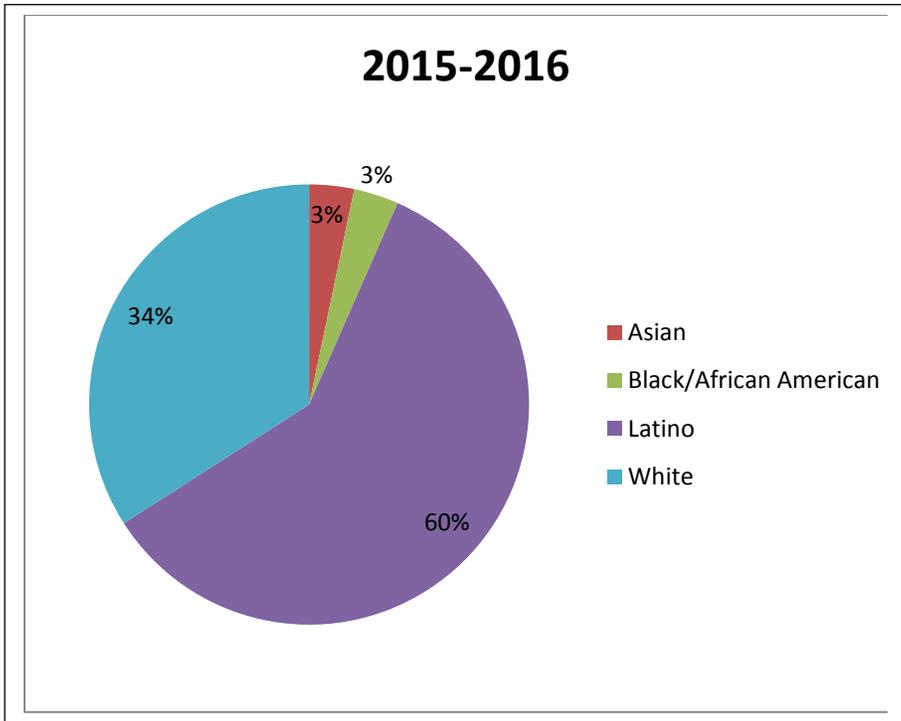
September 15, 2015

Printed or typed name of Board President

Date

Signature of Board President

Mesa Union School District, containing a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 620 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a “District of Choice” is avidly sought after by parents seeking a challenging and enriching education.



Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds as indicated in the graph to the left. In 2015, one in every five students was an English Learner. Thirty-seven percent of students who attend Mesa Union are socioeconomic disadvantaged. The District Enjoys a low transiency rate, less than 1%. Overall attendance has average 96% over the past five years.

The districts demographics provide an opportunity to deliver a broad educational experience built upon diverse cultural experiences Class sizes average 24:1 in K-3grades, and 32:1 in grades 4-8.

One hundred percent of MUSD teachers meet the No Child Left Behind highly qualified criterion. Of the district teachers, 41% hold Master Degrees, and another 58 % have attained a Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the district is 11year, and the average years of teaching experience is 15 years.

District parent involvement is strong, with 24% of our parents contributing to the school by volunteering in classrooms, supporting fundraising or serving on the Mesa Foundation, Parent Faculty Organization, Parent Advisory and Parent English Learner Advisory Councils

NEEDS ASSESSMENT PROCESS

The Mesa Union School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of the Common Core State Standards (CCSS) and the district's current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study.

In recent years, MUSD has crafted a collaborative system that includes district-wide k-8 teacher leaders, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. District and site leaders worked with the following team members to create a long-range Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new state standards.

In addition to the active participation from the site administrator and teacher leaders who serve on a number of district wide advisory groups to include Curriculum Council and Parent Advisory and Parent English Learner Councils.

Results from the following instruments were analyzed as a part of the needs assessment process:

- Local Assessments
 - California English Language Development Test (CELDT)
 - Inventory of Services and Supports (ISS) for Students with Disabilities
 - California Assessment of Student Performance and Progress (CAASPP)

LEA Evaluates Effectiveness of Programs

The Mesa Union School District conducted an annual evaluation of the actions taken to improve student achievement in the 2014-2015 school year to include activities funded by Title I, Part A (i.e., SES, Professional Development, Technical Assistance to School, and school site activities). The following questions were considered during this process:

1. Did the activity help close the achievement gap for our lowest performing students?
2. Did this activity not close the achievement gap for our lowest performing students?
3. Should this activity be continued?
4. Should this activity be discontinued?

Evaluation of Actions

1. Strategic Professional Development to Support the Implementation of New State Standards -

During this time of transition to a new state instructional and assessment model, the district is committed to providing ongoing professional development for all teachers in English Language Arts, English Language Development, Mathematics, and Science. Preliminary state assessments correlated to the new state standards indicate that approximately 49% percent of students scored at or above grade level in ELA and Mathematics. Currently, there is no disaggregated data locally or at the state level, in this first year of administration, to determine if the achievement gap narrowed. However, initial data that was collected will serve as a baseline for future comparisons. Additional professional development and collaboration opportunities will be needed to support teachers and students as they transition to a more rigorous set of state standards.

2. Development of local K-8 Assessments –

District teachers and staff, with the support of the Ventura County Office of Education and other external resources, created assessment measures correlated to the new California State Standards. These assessments include:

- 2-8 ELA Benchmarks
- 2-8 Math Benchmarks
- 2-8 Writing Benchmarks

In addition, the district utilizes STAR Reading to measure students' basic literacy skills.

Assessments were first administered during the 2014-2015 school year. The results of the third trimester administration are listed in the table below:

District-Level STUDENT ACHIEVEMENT DASHBOARD

SCHOOL YEAR: 2014-2015 Trimester: 3rd/End Year

	English Language Arts			Math	
	% at or above Grade Level	% below Grade Level			
STAR Reading Grades 2-8	62%	38%			
	% at or above Proficient	% at or below Proficient		% at or above Proficient	% at or below Proficient
CCSS ELA Benchmark Grades 2-8	67%	33%	CCSS Math Benchmark Grades 2-8	71.4 %	28.6%
ELA Performance Task Grades	Currently being developed	Currently being developed	Math Performance Task Grades K-5	Currently being developed	
CCSS Writing Benchmarks Grades 2-8	66%	34%	Math Performance Task Grades 6-8	Currently being developed	
SBAC ELA	% Proficient or above	% Not Proficient	SBAC MATH	% Proficient or above	% Not Proficient
	48%	52%		49%	51%

The district has begun the work of establishing a new systematic assessment model based on new state standards. Assessments were developed and administered during the 2014-2015 school year. Initial baseline data has been collected and analyzed. This year’s focus on the analysis of student data to inform instruction, to identify student needs, and to align fiscal resources is essential in order to increase student achievement and close the achievement gap. Additional work for the 2015-2016 school year includes the development of K-2 English-language arts and math benchmarks, K-8 English-language arts and math performance tasks and 6-8 benchmarks aligned to the Next Generation Science Standards.

3. Response to Intervention

During the 2015-2016 school year the District will identify a Response to Intervention Task Force, consisting of site and district administrators, teachers, psychologists, and behavior specialists to evaluate the components of the district response to intervention model.

4. Supplemental Education Services (SES)

Pre- and post-tests administered by the providers indicate that students who receive 30 to 40 hours of supplemental instruction are demonstrating improved basic literacy and numeracy skills. As a result of parent education measures on SES, more students are applying for these services and data trends show that the majority of parents select companies that offer 30 or more hours of tutoring. Per Program Improvement requirements, the district continues to set aside 20% of its Title I, Part A, allocation for School Choice and SES.

5. Technical Assistance to Schools –

The Office of the Superintendent provides technical support in the development and the implementation of the Single Plan for Student Achievement. School Site Council (SSC) and English Language Learner Council (ELAC) training is provided by the Ventura County Office of Education. All members of the SSC and ELAC including; parents, students, classified employees, teachers, and administrators are invited to participate in the training. The training is scheduled for Tuesday, October 22, 2015.

The office of the Superintendent organizes a series of workshops in order to provide the site administrator with assistance in the development of the Single Plan for Student Achievement (SPSA). The superintendent facilitates these beneficial workshops and provides individual support and guidance to the principal as we develop our SPSA plan.

In preparation of the development of the SPSA, the principal is asked to complete a Principal Action Research Project. The components of this project include the development of school wide goals; data analysis, and the identification of patterns and plans. Principals work with all stakeholder groups to solicit feedback. This information is ultimately used to develop the SPSA.

The Chief Business Official, also avails her time to work with site administrators regarding the fiscal budgets included in the SPSA.

Each month, principal meetings are held. During these meetings, which are facilitated by the superintendent, professional staff development is provided to the principal. Some of the topics have included Project Based Learning, Research Based Interventions, Common Core, and Data Analysis.

These activities will continue with an emphasis on high quality Tier 1 instruction, data analysis, and interventions.

6. Parent Education and Participation

Both the LEA and LCAP Plans have established increased parent participation goals. This year's goal is to increase parent participation by 10%, which will be measured through the use of sign-in sheets.

Parent participation on district and site committees has been a challenge and, as a result, the district provides parent workshops on the importance of serving on School Site Councils and English Learner Advisory Committees, as well as district committees, such as Parent Advisory and Parent English Learner Advisory Committees and the Local Control Accountability Plan Committee.

The Office of the Superintendent provides regular parent education workshops throughout the district and connects families with community-based resources.

Furthermore, the district has collected nearly 305 parents to more effectively communicate with stakeholders. These measures are in addition to more traditional forms of communication, such as flyers, newsletters, public notices, and automated phone calls.

These services will continue to expand as it is well documented that increased parent involvement in their child's education has a positive impact on student achievement.

Conclusion

The district activities described herein are rooted in the LEA and LCAP Plans and are aligned with California's transition to new state standards and a new assessment model. The evaluation of these action steps reflect support for district students, families, teachers, and school administrators during this period of change and new learning.

Mesa Union School District
Title III Improvement Plan Needs Assessment

Briefly summarize LEA’s characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMOs.

Mesa Union School District, containing a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 620 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a “District of Choice” is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds as demonstrated in the graph on page 2. In 2015 one in every five students was an English Learner (i.e. 124 students).

The District English Language Learner enrollment has fluctuated very little over the past five years. The District has been able to keep pace with increasing state expectations, meeting AMOA 1 targets for the last five years. Currently 64.4% of English Language Learners assessed demonstrated growth, exceeding the state target by nearly 4%. District English Language Learners continue to exceed AMOA 2 state targets over the past 5 years. With that being said trends show that fewer students are making progress in reaching AMOA 1 and 2 targets as compared to 2013-2014. There has been a 6.6% decrease in the number of students meeting AMOA 1 targets. There also has been a 5.4 decrease in the number of students, less than 5 years, and 14.9% decrease, more than 5 years, demonstrating growth respectively. In the absence of state assessments, there has been no change in AMOA 3 data.

AMAO 1: Annual Progress Learning English

2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
54.6%			56%			57.5%			59%			60.5%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
100	76	76	107	69	64.4	101	63	62.4	100	71	71	99	64	64.4%

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 2: EL < 5 years: Progress attaining English Language Proficiency

2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
18.7%			20.1%			21.4%			22.8%			24.2%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
75	28	37.3	70	21	30	74	24	32.4	71	33	46.5	73	30	41.1

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 2: EL > = 5 years: Progress attaining English Language Proficiency

2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
43.2%			45.1%			47%			49%			50.9%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
41	30	73.2	48	37	77.1	40	26	65	37	27	73	43	25	58.1

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

AMAO 3: Progress in Achieving Academic Standards

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
	ELA	MA	ELA	MA	ELA	MA	ELA	MA	***
% Proficient Target	56.8	58	67.6	68.5	78.4	79	89.2	89.5	
% Proficient or above	50.5	59	44.1	46.8	44.4	50.9	42.6	48.1	***
Was Target Met (Y/N)	Yes (SH)	Yes	No	No	No	Yes (SH)	No	No	***

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

English Learners in the Mesa Union School District face a number of English language linguistic and academic challenges. Site administrators and staff report that many students lack strong linguistic and/or language skills in both their primary and secondary languages. This also coincides with a time of transition to the academic demands of the new State Standards. . The District’s significant percentage of EL students that are also low-income contributes to lower student achievement, lack of school experience, and parent involvement. Other factors that limit parent participation in their child’s education include literacy challenges, work demands, and other potential language barriers.

Key factors of the instructional program that have prevented the Local Education Agency from meeting Title III AMOAs include: a period of significant transition as the state of California and the school district’s shift to new state standards that encompass the Common Core State Standards, English Language Development, New Generation Science, and Social Studies Standards, as well as new Twenty-first Century Skills, and a new state assessment model. All of these changes have increased demands on students, teachers, staff, and site administrators within the district. Implementation of new standards, programs, instructional strategies and the administration of new assessment packages have created new learnings for stakeholders and will take multiple years to ensure fidelity and consistent delivery of instruction aligned to the new state standards. Time restraints for the needed professional development, data analysis and collaboration with stakeholders also hinder the Local Educational Agency ability to meet AMOAs. We are currently reviewing and evaluating instructional materials that align to the new, rigorous standards and with consideration given to the language needs of our EL students. In closing, the District has and continues to invest in professional development and resources that support the academic achievement of the District’s English Learners. The District is currently working with the Ventura County Office of Education to provide teachers with professional development and coaching as teachers align their instruction to new English Language Development standards and evaluate how Guided Language Acquisition Development and Systematic English Language Development instructional strategies fit within the state framework.

2. Describe the LEA’s makeup including location, grade levels, and demographics.

Mesa Union School District, containing a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 620 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a “District of Choice” is avidly sought after by parents seeking a challenging and enriching education. Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds as indicated in the graph on page 2. In 2015, one in every five students was an English Learner. Thirty-seven percent of students who attend Mesa Union are socioeconomic disadvantaged. The District enjoys a low transiency rate, less than 1%. Overall attendance has average 96% over the past five years. The districts demographics provide an opportunity to deliver a broad educational experience build upon diverse cultural experiences. Class sizes average 24:1 in K-3grades, and 32:1 in grades 4-8.

3. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), graduation (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

Findings from Analyses of State and Local Assessments

Based on analysis of the District's student data and the District's instructional program for the period 2010 through 2014:

- The CELDT (California English Language Development Test) monitors ELs English language proficiency, and is one of the indicators used to determine a student's reclassification. Over a 4 to 5 year period, EL students showed progress in English proficiency based on the CELDT test. A higher proportion of ELs who have been in the Mesa Union School District five or more years demonstrated English proficiency at the Early Advanced or Advanced level compared to the other EL students with fewer years in the District.
- In 2014-2015 the District utilize the ADEPT (A Developmental English Proficiency Test) for the first time. Increased participation and effective data collection and analysis will continue to be a focus in 2015-2016.
- In 2014, teachers in grades 3-8 began work on developing and aligning District benchmark assessments to the Common Core State Standards. Currently, K-2 teachers are in the process of developing Common Core aligned benchmarks, K-8 teachers are developing English-language Arts and math performance tasks, and science teachers are creating benchmark assessments aligned to the Next Generation Science Standards. Benchmark assessments are administered three times a year to students and the results are reviewed by District and school site administrators and staff to determine interventions, inform the reclassification process, and measure goals in the Single Plan for Student Achievement (SPSA). Progress will continue as the District evaluates the validity of these assessments in light of the state assessment results in 2015.
- STAR reading assessments are administered in grades 2-8 to gauge students' basic literacy and numeracy skills. Data results are reviewed throughout the year with site administrators and staff.
- Results of these assessments can be located in the chart above.

Response to the Findings to Improve English language proficiency and content area achievement among English learners (AMAO 1, 2, 3)

Curriculum, Instruction and Assessment

A graphical illustration of how students' content-area achievement, language and literacy development results are regularly collected and reviewed may assist in refining program implementation practices. This type of graphical illustration could be disseminated to stakeholders to communicate relationships across curriculum, instruction, assessment and accountability.

Another area to strengthen the systematic progress monitoring of the District's EL Program is to further examine policies and practices around curriculum, instruction and assessment in order to integrate curriculum (CCSS, ELD, 21st Century learning objectives) and instruction (e.g., classroom practices) with the existing Mesa Union School District Assessment Narrative. The District is providing professional development on the ELD framework and the new ELD standards. In addition, the District is evaluating the degree to which the SDAIE and other instructional strategies support the delivery of the new ELD standards, particularly with regard to the language of instruction in specific content areas.

Implementation Fidelity

Measures of achievement, such as standardized test scores and English-language proficiency designations require explicit considerations of measures of access (opportunities-to-learn). What and how students learn is connected to the instructional practices students experience, and the instruction students experience is connected to the curricula that is selected as well as *how* curricula is taught and with *whom* students learn. The interplay of access and achievement must also be complemented by social and cultural factors that impact students' learning.

Future Program Improvement Actions

To support the District's English Learners in achieving the AMAO goals, the following actions will be implemented: The development of an ELD lesson plan template that includes specific strategies and adaptations for English Learners to promote high quality instructional practices and student engagement. To support ongoing professional growth and improvement, the District will continue to cultivate a culture of reflective practitioners who participate in lesson studies specific to teaching ELs. The walkthrough process has proven to be valuable for the purpose of sustaining a culture of continuous improvement, providing professional development to teachers and administrators, and monitoring the progress of students. The District will work with site administrators and staff to rejuvenate the practice of walkthroughs and to realign the observation tool to the new ELD standards. During Wednesday teacher release time, the District will continue to engage site staff in dialogue on 21st Century strategies that promote collaboration, communication, critical thinking and creativity, specifically instructional practices that incorporate academic discussions and include the use of big ideas to make clear connections across concepts and languages.

Local Measures of Student Performance

Benchmark Assessments are utilized in grades 2-8 district-wide for ELA and Mathematics three times per year according to a district pacing chart. While district and site grade level discussions occur around strategic intervention practices, there is not a systematized collection of data or tiered intervention at the district level. Interventions are site-specific.

There is formative ELD assessment (ADEPT) in place. An initial assessment and two formative assessments are administered during the year for the purposes of student placement in appropriate ELD proficiency level groups and instructional decision-making. Currently there is no district wide analysis of ADEPT results; placement and instructional decisions are site-specific.

A number of site-specific assessments are being utilized, such as DIBELS, BPST, STAR Renaissance, Pearson reading fluency, informal reading inventories and teacher-created assessments.

District and site administration will establish a task force to assess current intervention procedures and practices, study research-based practices, and make informed decisions regarding systemization of intervention in the following areas:

- Student achievement data collection and analysis;
- Entry and exit criteria for interventions;
- Intervention Plans (IP) Development;
- Interventions offered by certificated hourly and special education teachers;
- Replacement core program for intensive ELA intervention;
- Additional learning time for students needing intensive intervention;
- Ongoing progress monitoring

Summary Findings

After carefully analyzing student achievement reviewing the Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), and Inventory of Services and Supports (ISS) for Students with Disabilities. The Following Findings have been identified:

Strengths:

- The district has established a strong collaborative system that is able to carry forth initiatives and reforms through its district leadership teams with input from the district teacher leaders. The initiatives are implemented, analyzed and reflected upon by the grade-level and site PLCs.
- The district has demonstrated ongoing commitment to reform and improvement.
- The district has invested in professional development for staff and administrators focused around the implementation of new state standards and 21st Century Learning.

Needs:

- Given the increased rigor and language demands of CCSS, the challenge of meeting proficiency can only be addressed through strategically aligned instructional practices that allow students to access complex and informational text and construct verbal and written arguments using academic language.
- The increasing intensity of both conceptual understanding and procedural fluency in CCSS will require students to construct verbal and written arguments that demonstrate mathematical understanding. There is a need to engage in instructional practices that support mathematical discourse.
- English Learners continue to meet AMOA State Targets 1 and 2. However the district is experiencing a significant decrease in the number of students making growth in these areas and has failed to meet AMOA 3 Targets. In 2014-2015, the Mesa Union School District provide initial training of a three year professional development model around the new California English Language Development Framework and corresponding standards.
- There is a need to create a systematic district-wide approach to intervention in order to meet the needs of struggling learners. It is recommended that the district review current intervention procedures and practices, study research-based practices, and create a systemized approach to tiered intervention.

GOALS, STRATEGIES AND ACTION STEPS

The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction.

Goal 1: The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 49 % to 59% as measured by CAASPP.

Goal 2: The District will increase the number of students meeting AMAOs by 5% (i.e., AMAO 1 from 64.4% to 69.4%, AMAO 2 \geq from 58% to 63%, AMAO 2< from 41% to 46%, AMAO 3: Baseline Year.

Goal 3: Goal 2: The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 48% to 49% as measured by CAASSP.

Goal 4: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core State Standards (CCSS) English Language Arts and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.

Goal 5: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the Smarter Balanced Assessment System resources.

RESEARCH BASE USED IN THE DEVELOPMENT OF THIS PLAN

Common Core State Standards documents, including the ELA and Math Content Standards and ELA and Math Appendices.

Dr. Valerie J. Henry, Lecturer in Mathematics Education at UC Irvine, Henry, Valerie J., What Makes Memorization of Basic Arithmetic Facts So Hard, 2003; Facts-Wise Research Findings, 2007; Facts-Wise - Addition and Subtraction; Facts-Wise – Multiplication and Division.

Dr. Kate Kinsella, Adjunct faculty member, Department of Secondary Education, San Francisco State University., classroom-tested pedagogy for explicit English instruction is detailed in the California Department of Education 2010 volume *Improving Education for English Learners: Research-Based Approaches*. Dr. Kinsella's 2011 publication with Scholastic, *English 3D*, is the first curriculum specially written to advance the academic language and writing skills of long-term adolescent English Learners. She is also co-author of *READ 180*, Scholastic's intensive literacy intervention program for striving readers in grades 4-12. A vocabulary development specialist, Dr. Kinsella is the author of *National Geographic Learning's 2012 Academic Vocabulary Toolkit*, an explicit and interactive curriculum to promote mastery of high-use academic words. Dr. Kinsella has also served as the pedagogical guide for numerous English Learner dictionaries, including the *Longman Study Dictionary* and the *Oxford Picture Dictionary for the Content Areas*.

Dr. William Saunders, Associate Research Psychologist at UCLA; Primary author of Research to Guide English Language Development Instruction, Chapter 1: Improving Education for English Learners: Research Based Approaches, CDE, 2010.

Susana Dutro, Co-founder and CEO of E.L. Achieve; A Focused Approach to Systematic ELD, E.L. Achieve's Approach to English Learner Instruction, and Constructing Meaning for explicit language instruction for content learning.

Dr. Laurie Olsen, Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners, Californians Together, 2010.

Goals and Strategies
English Language Arts

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goal 1: The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 49% to 59% on as measured on the CAASP.</p> <p>Goal 5: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS.</p> <p>Goal 6: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources.</p>				
I. Instructional Materials				
A. Ensure that every student in every classroom has SBE adopted core instructional materials, to include universal access materials to address literacy intervention needs of students (K-5 Pearson Education, 6-8 Holt Literature).	Principal	Ongoing until next Language Arts Adoption	Textbooks Workbooks	2000.00 General Fund
B. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (K: 1 hr; 1-3: 2.5 hrs; 4-6: 2 hrs; 6-8: 1 to 2 hrs). 1. District will work with site level teachers and administrator to identify strategic opportunities to incorporate vetted CCSS-aligned instructional materials, exemplars and practices.	Superintendent Principal Teachers	Ongoing until next Language Arts Adoption		None
II. Coherent standards-aligned Instructional program in all schools to improve student achievement, including Complex and Informational Text, Writing, Academic Language, Collaborative Conversations; and implementation of the CCSS ELA content standards				
A. Develop and expand district systems and capacities for standards-aligned instruction and leadership				

1. Hold District K-8 Teacher Leader meeting to: review the scope of work; schedule and strategize summer work; set objectives for August training; and establish a preliminary professional development schedule for 2016-2017	K-8 Teacher Leads	May 2016		None
2. Identify ELA teacher leads for summer work and ongoing work.	Site Administrator	May-June 2016		None
3. Facilitate the annual use of structured peer lesson observation at each grade level to enhance instructional practice.	Site Administrator Teachers	Begin 2015-16	Substitutes	650.00 Title II
C. Provide structured instructional rounds for teams of teachers for the purpose of observation and professional development around site-identified indicators. The walkthroughs will include structured pre-brief and debrief opportunities.	Site Administrator Teachers	Beginning in 2015 and ongoing	Training Materials	750.00 Title II
D. Create an electronic repository of ELA CCSS-aligned resources for teacher access and use.	ELA Teacher Leads	Beginning in 2017	Hourly/ Stipend	850.00 Title II
B. Complex and Informational Text (through the use of Close Reading, Text-Dependent-Questions and Evidence-Based-Answers, and Content Writing)				
1. Provide professional development to enhance staff awareness regarding the CCSS ELA instructional shifts of: <ul style="list-style-type: none"> • Text complexity (reader and task considerations, qualitative and quantitative dimensions) • Reading complex text using the strategies of Close Reading, Text Dependent Questions & Evidence Based Answers • Balancing Informational & Literary Text 	Ventura County Office of Education	2015 and Ongoing	Planned Professional Development Days and Early Release Wednesday	823.00 Title-II
2. Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with writing (Performance Tasks). Exemplars for reading and writing will be introduced in the following sequence: informative/explanatory (expository), opinion/argument, and narrative. <ul style="list-style-type: none"> ▪ NOTE: Appropriate grade level exemplars may be found in Appendix B and through other vetted resources (e.g., Brokers of Expertise, Achieve the Core, etc.). 		2015 and ongoing		See II A 2

a. Provide K-8 professional development for writing specific to informational/explanatory (Expository) writing genre.	Ventura County Office of Education All Teachers	2015 and ongoing	Trainer	385.00 Title II
b. Provide K-8 writing professional development specific to the opinion/argument writing genre.	Ventura County Office of Education All Teachers	Opinion/ Argument: 2015 and ongoing		See B 2a
c. Provide K-8 writing professional development specific to the narrative writing genre.	Ventura County Office of Education	Narrative 2015 and ongoing		See B 2a
d. Explore Write to Learn software to support writing instruction and assessment.	Superintendent Site Administrator Teacher Leads	February 2016	Licenses	TBD
e. Conduct a gap analysis between CCSS and the districts writing program to define any additional areas of focus, including writing conventions.	Superintendent Site Administrator Lead Teachers	Summer 2016	Early Release Wednesdays	None
f. Create a structured process for all teachers/administrators to implement recommended reading exemplars to be used in conjunction with writing at each grade level.	Superintendent Site Administrator Teacher Leads	Summer/ Fall 2016-2017		650.00 Title II
g. Field test the use of reading exemplars used in conjunction with writing.	K-8	Expository: Fall 2016 Opinion/		None

		Argument: Spring		
h. Provide training for all teachers around the structured process of implementing a grade level text exemplars (e.g., training, pre-brief, debrief).	VCOE Teacher Leads All Teachers	Winter 2017, ongoing	Trainer Planned Professional Days and Early Release Wednesdays	350.00 Title II
i. Begin to implement recommended grade level exemplars and engage in grade level debrief.	All Teachers Site Level PLCs	2016-2017, ongoing		None
j. Identify additional exemplars for district wide implementation.	Lead Teachers	Spring- Summer 2017	Early Release Wednesdays	None
3. Analyze/revise current ELA adopted series to better align with CCSS instructional shifts. a. ELA teacher leads will experience the process of revising a grade level story from the adopted ELA program to create a close reading opportunity that includes the use of text dependent questions and evidence based answers.	Site Administrator Lead Teachers	Spring 2016, Ongoing	Early Release Wednesdays	None
b. Introduce the <i>Basal Alignment Project</i> to ELA lead teachers in grades 3-5 once they have had the above experience. The <i>Basal Alignment Project</i> is a resource vetted through the CDE that provides replacement lessons for every SBE-adopted ELA series. As the <i>Basal Alignment Project</i> adds additional grade levels, the use of the resource will be expanded.	Site Administrator Lead Teachers	Spring 2016, ongoing	Early Release Wednesdays	None
c. Provide training to all K-8 teachers to use the strategies of close reading, text dependent-questions and evidence-based answers.	VCOE Lead Teachers	Spring 2016, Ongoing		735.00 Title II
d. Revise ELA lessons as they are taught to include close reading strategies, text dependent-questions and evidence-based answers.	Grade level teachers	Fall 2016 , Ongoing	Early Release Wednesdays	None

<p>4. Balance of Literary and Informational Text</p> <p>a. Examine current ELA textbooks to determine quantity and quality of informational text and make grade level recommendations to align with CCSS percentages.</p>	<p>K-8 Teachers Leaders Grade Level PLCs</p>	<p>Summer 2016</p>	<p>Early Release Wednesdays</p>	<p>None</p>
<p>b. Incorporate the use of informational text from core subjects (such as Social Studies and Science) into ELA instruction via site and district PLCs.</p>	<p>K-1 Teachers 2-5 Teachers</p>	<p>2016, Ongoing</p>	<p>Early Release Wednesdays</p>	<p>None</p>
<p>c. Inventory classroom libraries for informational text and Lexile range and purchase recommended classroom library materials.</p>	<p>Library Media Specialist</p>	<p>Summer 2016</p>	<p>Reading materials</p>	<p>500.00 General Fund</p>
<p>d. Evaluate school library needs and consider strategic use of library funds to address identified Lexile and informational text needs.</p>	<p>Library Media Specialist</p>	<p>Fall, 2016</p>		<p>None</p>
<p>5. Analyze district-wide practices concerning Lexile use and determine if a district-wide standard is needed. In schools using quantitative scales, grade bands and associated Lexile ranges are to be adjusted upward to match CCSS expectations. (NOTE: for CCSS-aligned Lexile levels, see <i>Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity.</i>)</p>	<p>Site Administrator Teacher Leads</p>	<p>2016-2017</p>	<p>Substitute Teachers Hourly</p>	<p>375.00 Title II</p>
<p>6. Continue to deepen understanding of how to: identify students reading well above and well below grade-band level, determine what CCSS aligned-scaffolding and/or intervention should be provided, and provides systematic support.</p> <p>a. Provide intensive level support for students who struggle to read CCSS-aligned material to enable them to read within their text complexity grade band.</p> <ul style="list-style-type: none"> ▪ NOTE: ELA CCSS Appendix A, pages 17-22 may be used as a reference in support of Foundational Skills, including phonological awareness and phonics and word recognition. 	<p>All Teachers Certificated push in teachers Administrators</p>	<p>2016-2017</p>	<p>Early Release Wednesdays</p>	<p>None</p>

b. Provide appropriately advanced support for students who are insufficiently challenged by texts within their CCSS complexity band through instruction and resources that will continue to develop their reading skills and critical thinking.	Site Administrator All Teachers	2016-2017	Resources	2650.00 Title I
C. Collaborative Conversations				
1. Provide professional development for implementation of district-identified structured language practice routines, including productive partnering and use of sentence frames.	Site Administrator All Teachers	2015-2016	Presenter Materials Logistics	3450.00 Title III
2. Routinely implement district-identified structured language practice routines in ELA/ELD.	All Teachers	2015, ongoing		None
3. Provide structured opportunities for peer/team observations within grade levels to strengthen implementation of structured language practice routines.	Site Administrator All Teachers	2015, ongoing	Substitutes	3450.00 Title III
4. District and site level opportunities will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (faculty meetings, strategic release days, site PLC meetings,, Learning Thursdays).	Site Administrator All Teachers	2015, ongoing		None
5. Monitor the consistent implementation of district-identified structured language practice routines during <u>ELA/ELD</u> .	Site Administrator	Monthly, beginning 2016-2017		None
6. Routinely implement district-identified structured language practice routines in <u>all content areas</u> .	All Teachers	Monthly, beginning in 2016- 2017		None

E. Integration of Technology				
1. Provide a mobile device for every student.		2015, ongoing	Facilitators Materials	TBD
2. Provide professional development of technology to support and enhance instructional practices align to the CCCSS in ELA .	Superintendent Site Administrator Technology	2015, ongoing	Hourly	967.50 Title II
3. Provide professional development in student use of technology as a tool for learning communication, collaboration, demonstration of understanding of application of knowledge of the CCSS in ELA.	Superintendent Site Administrator Computer Resource Tech	2015, ongoing	Hourly	830.00 Title II
4. Begin to integrate technology into daily instructional ELA routines.	Superintendent Site Administrator Computer Resource Tech All Teachers	2015, ongoing		None
5. Transition current ELA benchmark assessment to an on-line delivery system.	Site Administrator Technology All Teachers	2015. ongoing		None
6. Explore writing programs and software for writing instruction and assessment	Site Administrator All Teachers	2015, ongoing		None

7. Create a district wide data bank of CCSS ELA resources for teachers resources	Site Administrator Teacher Leads	2016, ongoing	Hourly	661.00 Title II
F. Extended Learning Time				
1. To increase the percentage of EL students attaining proficiency in ELA, extended learning time will focus on ELA instruction using an alignment to the lesson design (i.e. language objective, sentence frames, targeted vocabulary and structured academic discussions).	Site Administrator Teacher Liaison Programming Staff	2015, Ongoing	Facilitators Materials	4200.00 Title I
2. Provide extended learning opportunities that sustain a focus on ELA instruction (i.e. Migrant, after-school, and summer school).	Site Administrator Teacher Liaison Programming Staff	2015, Ongoing	Hourly	4200.00 Title I
G. Parental Involvement and Outreach				
<p>1. Organize activities that stimulate family participation among English Learners. Parent outreach and activities to include but not limited to: English Language Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), Parent English Language Advisory Committee(PELAC), and Parent Advisory Committee (PAC)</p> <p>Parent activities will be organized in the following six areas:</p> <ol style="list-style-type: none"> 1) Parenting 2) Communication with the school and district 3) Volunteering 4) Learning at Home 5) Decision Making 6) Accessing Community Resources 	Superintendent Site Administrator Teachers	2015, ongoing	Hourly	4050.00 Title I

H. Means of Evaluating Progress toward this goal(s)				
3. Progress made by students K-8 will be measured by local assessments to include Star Reading, Benchmarks, Performance Tasks. Progress made by students in grades 3-8 will be measuring longitudinal growth on CAASP , CELDT, ADEPT and teacher evaluation.	Superintendent Site Administrator Teachers	2015, ongoing	Early Release Wednesdays	None
4. Data to be collected and analyzed regularly to include CAASP and benchmark and performance task assessment data, individual grade level reports, individual student longitudinal growth records and teacher evaluation.	Superintendent Site Administrator Teachers	2015, ongoing	Early Release Wednesdays	None
5. Create and implement Performance Task Assessments that align with Smarter Balance Assessment System.	Superintendent Site Administrator Teachers	2015, ongoing	Early Release Wednesdays	None
6. Align instructional practices to support student achievement on the CCCS assessments	Superintendent Site Administrator Teachers	2015, ongoing		

HIGH PRIORITY STUDENTS – ENGLISH LEARNERS

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
Goal 2: The district will meet or exceed CELDT requirements for AMAOs 1, 2 and 3 during the 2014-2015 and 2015-2016 school years.				
I. English Proficiency / Language Assessment and SBE-adopted District-wide Systematic ELD implementation				
A. Analyze New ELA.ELD Framework and Standards implementation by doing the following: 1. Conduct District Implementation Survey and generate district recommendations.	Superintendent Site Administrator Teachers	Fall 2015		3450.00 Title III
2. Review current language proficiency assessment types and purposes. Follow-up with recommendations.	Superintendent Site Administrator EL Coordinator	Fall 2015		700.00 Title III
3. Provide three-day training integrated English Language Development.	All Teachers	2015-2016 Ongoing as needed	Registration Substitute teachers	3450.00 Title III
4. Review tools for ELD Framework and Standards implementation, <i>including</i> : a. Refining Our Practice; b. Self-Reflection Lesson Observation Tool; c. Progress Monitoring Assessment Tool	Superintendent Site Administrator EL Coordinator	2015, Ongoing	Trainer Substitute teachers	
B. Implement and build capacity for assessment and ELD instruction				
1. Explore PLCs on Integrated English Language Development Instruction.	Superintendent Site Administrator EL Coordinator	2015-2016		None

2. Provide refresher training and systematize protocols and processes for the use of language proficiency assessments, to include CELDT and ADEPT for the purpose of placement into and exit from ELD programs and to inform daily instruction.	Superintendent Site Administrator EL Coordinator	2015-2016		None
3. Continue to provide ADEPT professional development training to new staff, as needed.	Superintendent Site Administrator EL Coordinator	2015-2016	Registration Substitute teachers	1495.00 Title III
4. Facilitate conversations at each site over the course of the year using <i>Refining Our Practice Rubrics (teacher self-assessment)</i> to determine the focus for each ELD teacher's instructional practice.	Site Administrator ELD Teachers	Ongoing, beginning Fall 2016		None
5. Using a ELD <i>Self Reflection Lesson Observation Tool (SRLOT)</i> , ELD teachers will participate in peer/co-teaching observations.	Site Administrator ELD Teachers	Annually beginning 2015-2016	Substitute teachers	
6. Using the SRLOT, monitor and provide feedback to ELD teachers.	Site Administrator	Annually beginning 2015-2016		None
7. Align the District ELD pacing plan, scope and sequence to new generation ELD Standards, and adjust as needed.	Superintendent Site Administrator EL Coordinator	2015, Ongoing	Early Release Wednesdays	None
8. Continue to implement ELD report card addendum for English Learners in grades K-5.	Site Administrator ELD Teachers	2015, Ongoing		None
9. Conduct follow-up ELD District Implementation Survey and generate new recommendations.	Site Administrator ELD Teachers	Spring 2016		None

C. Explore Next Generation ELD Standards				
1. Invite the English Language Coordinators to attend the ELD Symposium.	Superintendent Site Administrator EL Coordinator	Jan 2016	Registration Substitutes	1495.00 Title III
2. Explore NG ELD Standards in preparation for 2016-2017 English Language Proficiency Assessment (ELPA).	Superintendent Site Administrator EL Coordinator	2015-2016		None
3. Develop vision and plan for implementation of NG ELD Standards.	Superintendent Site Administrator EL Coordinator	2015-2016		None
4. Implement district-wide NG ELD standards in preparation for the ELP Assessment.	Superintendent Site Administrator EL Coordinator ELD Teachers	2015-2016		None
II. Academic Proficiency in ELA and Math				
A. Language and Literacy Lesson Design – Exploration				
1. Strategically incorporate Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) strategies into daily lessons to support ELS access to core curriculum.	Superintendent Site Administrator All Teachers	2015, Ongoing		None

2. Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content (<i>i.e. language objectives aligned to content objectives, routines that promote student talk, collaborative conversations, productive partnerships, academic discussion routines, vocabulary instruction routines.</i>)	Site Administrator All Teachers	Ongoing beginning 2015		None
3. Utilize strategies and actions described in above (1 and 2) in daily classroom instruction to support the specific needs of English Learners in the core instructional program.	Superintendent Site Administrator All Teachers	Daily, beginning Spring 2016		None
4. Attend Result Academic Language and Literacy Instruction (RALLI) professional development to better align current lesson design with the expectations of CCSS/ELD Standards	Teacher team (6-8)	Summer 2016	Registration	2700.00 Title III
5. Experiment with strategies and resources through the filter of the CCSS instructional shifts and writing program that support students' access to complex text and serve as a resource to the ELA and ELD Lead Teachers.	All K-5 grade teacher leaders	2015-2016		None
6. Review current instructional materials to determine language support needs.	RALLI Teacher Team	2015, Ongoing	Substitutes Hourly/ Stipend	2746.00 Title III
7. Practice developing lessons with language objectives in content area instruction.	All K-5 teachers All 6-8 ELD teachers	2015, Ongoing		None
8. Professional development on key language/literacy lesson design elements for all teachers.	Superintendent Site Administrators K-8 Teacher Leaders	2016-2017		None
9. Study the ELA/ELD State framework and the integration of new generation ELD standards and ELA lessons.	Site Administrator K-8 Teacher Leaders	2016-2017		None

A. Extended Learning Time				
1. To increase the percentage of EL students making progress in attaining one level of English language level growth, staff will align extended learning time with English language development lesson design (i.e. language objective, sentence frames, targeted vocabulary and structured academic discussions).	Superintendent Site Administrator ELD Teachers Programming Staff	2015, ongoing	Facilitators Materials	3510.00 Title I
2. Provide extended learning opportunities that sustain a focus on English Language Arts Instruction (i.e. Migrant, after-school, and summer school).	Superintendent Site Administrator Teachers Programming Staff	2015, ongoing	Hourly	4700.00 Title I
III. Parent Engagement				
A. Continue to provide initial and/or refresher training regarding ELAC/PLAC compliance procedures.	Superintendent Site Administrator ELAC/DELAC Members	Annually 2015-2017	Facilitator	2810.00 Title I
B. Continue to develop and regularly update common parent education presentations for use with PELAC/ELAC, SSC, PAC, SAC and Title 1 parents around such topics as: CCSS/SBAC, ELPA, Next Generation ELD Standards, and SELD.	Superintendent Site Administrator	Annually 2015-2017		None
C. Continue to solicit ideas and strategies from PELAC/ELAC, ELD PLT, Math and/or ELD Lead Teachers to enhance site-based parent education nights.	Assistant Supt. Principals	2015-2017		None

Mathematics

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goal 3: The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 48% to 58% as measured on the CAASSP .</p> <p>Goal 5: The district will provide all teachers with targeted professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.</p> <p>Goal 6: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.</p>				
I. Instructional Materials				
A. Ensure that every student in every classroom has SBE adopted core instructional materials (Scott Foresman K-5, and Glencoe 6-8.)	Superintendent Site Administrator Teachers	2015, Ongoing	Textbooks Workbooks	2000.00 General Fund
B. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (K: 30 min.; 1-8: 60 min.). District will work with site level teachers and administrators to identify strategic opportunities to incorporate CCSS-aligned instructional materials and practices.	Superintendent Site Administrator Teachers	2015, Ongoing		None
C. Review SBE Adopted Mathematics Materials when released in March 2014; Form a committee; investigate toolkit resources, carry out evaluation process to determine when and which new CCSS-aligned textbooks should be adopted	Superintendent Site Administrator Math Adoption Committee	2015-2016	Substitutes	1200.00 General Fund

II. Coherent standards-aligned Instructional program in all schools to improve student achievement, including: the development of fact-fluency and part-whole thinking; engaging the Mathematical Practices through Number Talks and mathematical discourse; and implementation of the CCSS math content standards				
A. Develop and expand district systems and capacities for standards-aligned instruction and leadership				
1. Hold District K-8 Teacher Leader meeting to: review the scope of work; discuss baseline assessment for fact fluency; schedule and strategize summer work; set objectives for August training; and preliminary calendar setting for 2015-16.	Superintendent Site Administrator K=8 Teacher Leaders	April -2016		None
2. Identify math teacher leads for summer and ongoing work.	Superintendent Site Administrator	May-June 2016		None
3. Create an electronic repository of CCSS-aligned Mathematics resources for teacher access and use.	Superintendent Site Administrator K=8 Teacher Leaders	Summer / Fall 2016	Hourly	400.00 Title II
B. Fact Fluency and Part-Whole Thinking				
1. Explore and determine capacity for conducting fact fluency assessment.	Site Administrator	2015-2016		None
2. Conduct a baseline assessment field test for grades 1-5 and identify intervention needs in Grades 3-5	Teachers			
3. Continue developing instructional Part-Whole Thinking aligned with CCSS	Site Administrator K-8 Teacher Leaders	2015-2016		None

	Publishers			
C. Number Talks and Mathematical Discourse				
1. Provide professional development specific to implementation of Standards for Mathematical Practice through Number Talks.	Site Administrator K-8 Teacher Leaders	2015, Ongoing	Facilitator Substitutes	800.00 Title II
2. Explore the use of Number Talks in classrooms; Provide time at site staff meetings for Lead Teachers to share their Number Talks implementation experiences, raise awareness and provide guidance regarding Number Talks and Productive Mathematic Discussions.	Site Administrator Teachers	2015-2016		None
3. Provide professional development for all teachers focused on strategies and implementation of Mathematical Practice Standards and learning about the development of the Mathematical Content Standards.	VCOE Site Administrator All Teachers	2015-2016	Presenter Planned Professional Development Days ,Early Release Wednesdays	475.00 Title II
4. Begin to integrate Number Talks and 5 Practices of mathematical discussions into daily routines K-8 (5-15 min./day) to build fluency and reasoning, with support and feedback provided by principals.	Site Administrator Teachers	2015-2016		None
5. Provide time during staff meetings for review and reflection of Number Talks. Grade level teams plan, reflect and share Number Talk problems, strategies, challenges and successes in site-level PLCs.	Site Administrator Teachers	2015. Ongoing		None
6. Conduct grade level team Number Talks classroom lesson observations.	Site Administrator Teachers	2015-2016	Substitutes	950.00 Title II
7. Transition from number talks to orchestrating mathematical discourse in core mathematics lessons.	All teachers	2015. Ongoing		None

D. Mathematics Content Standards				
1. Explore secondary mathematics shifts in tasks and instruction, including Mathematics Assessment Resource Service lessons and instructional strategies.	6-8 Grade Math Teachers	2015-2016		
2. Provide professional development for all teachers focused on strategies and implementation of Mathematical Practice Standards and Learning about the development of the Mathematical Content Standards. ▪ NOTE: “Progressions” refers to the coherent development of concepts and operations (including word problem types, quantities, representations, strategies, and algorithms) across grades and domains.	VCOE Site Administrator All Teachers	2015, Ongoing	VCOE Planned Professional Development Days, Early Release Wednesdays	700.00 Title II
3. Begin to investigate and process the development of the CCSS Math Content Standards, with a focus on the domains: Grades K-5 - Counting and Cardinality (CC), Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT); Grade 6 - 8 Number System (NS), Ratios and Proportional Relationships (RP) and Expressions and Equations (EE).	VCOE Site Administrator All Teachers	2015, Ongoing	VCOE	400.00 Title II
4. Identify and clarify content standards expectations for each grade level across the focus Domains (CC, OA, NBT, NS, RP, and EE) while also investigating released SBAC tasks, Illustrative Mathematics Tasks and the Progressions Documents.	VCOE Site Administrator All Teachers	2015, Ongoing	VCOE	700.00 Title II
5. Explore the use of bar diagrams and various problem types while learning about Math Content Standards Progressions in grades K-5; explore MARS Lesson design in grade K-8.	Site Administrator All Teachers	2015, Ongoing		None
6. Integrate content standards from focus domains into classroom mathematics instruction.	Administrator All Teachers	2014-15		None
7. Study content standards and share resources in the remaining CCSS Domains.	Site Administrator All Teachers	2015-16	Site-Level PLCs	None
8. Begin to develop instructional units and integrate formative assessment	Site	2014, Ongoing	Hourly	300.00 Title II

resources from SBAC.	Administrator All Teachers			
E. Integration of Technology				
1. Provide a mobile device for every student.		2015, ongoing	Facilitators Materials	TBD
2. Provide professional development of technology to support and enhance instructional practices align to the CCCSS in ELA.	Superintendent Site Administrator Technology	2015, ongoing	Hourly	400.00 Title II
3. Provide professional development in student use of technology as a tool for learning communication, collaboration, demonstration of understanding of application of knowledge of the CCSS in ELA.	Superintendent Site Administrator Technology	2015, ongoing	Hourly	467.50 Title II
4. Begin to integrate technology into daily instructional ELA routines.	Superintendent Site Administrator Technology All Teachers	2015, ongoing		None
5. Transition current ELA benchmark assessment to an on-line delivery system.	Site Administrator Technology All Teachers	2015. ongoing		None
6. Explore writing programs and software for writing instruction and assessment	Site Administrator All Teachers	2015, ongoing		None

7. Create a district wide data bank of CCSS ELA resources for teachers resources	Site Administrator Teacher Leads	2016, ongoing	Hourly	300.00 Title II
F. Extended Learning Time				
1. To increase the percentage of EL students attaining proficiency in ELA, extended learning time will focus on ELA instruction using an alignment to the lesson design (i.e. language objective, sentence frames, targeted vocabulary and structured academic discussions).	Site Administrator Teacher Liaison Programming Staff	2015, Ongoing	Facilitators Materials	2760.00 Title I
2. Provide extended learning opportunities that sustain a focus on ELA instruction (i.e. Migrant, after-school, and summer school).	Site Administrator Teacher Liaison Programming Staff	2015, Ongoing	Hourly	2680.00 Title I
I. Parental Involvement and Outreach				
1. Organize activities that stimulate family participation among English Learners. Parent outreach and activities to include but not limited to: English Language Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), Parent English Language Advisory Committee(PELAC), and Parent Advisory Committee (PAC) Parent activities will be organized in the following six areas: 1) Parenting 2) Communication with the school and district 3) Volunteering 4) Learning at Home 5) Decision Making 6) Accessing Community Resources	Superintendent Site Administrator Teachers	2015, ongoing	Hourly	2180.00 Title I

J. Means of Evaluating Progress toward this goal(s)				
1. Progress made by students K-8 will be measured by local assessments to include Star Reading, Benchmarks, Performance Tasks. Progress made by students in grades 3-8 will be measuring longitudinal growth on CAASP , CELDT, ADEPT and teacher evaluation.	Superintendent Site Administrator Teachers	2015, ongoing		None
2. Data to be collected and analyzed regularly to include CAASP and benchmark and performance task assessment data, individual grade level reports, individual student longitudinal growth records and teacher evaluation.	Superintendent Site Administrator Teachers	2015, ongoing	Site PLC's	None
3. Create and implement Performance Task Assessments that align with Smarter Balance Assessment System.	Superintendent Site Administrator Teachers	2015, ongoing	Early Release Wednesdays	None
4. Align instructional practices to support student achievement on the CCCS assessments	Superintendent Site Administrator Teachers	2015, ongoing		None

High Priority Students with Disabilities

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goals 1 & 2: Goal 1: The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 49% to 59 % as measured on the CAASPP.</p> <p>Goal 4: The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 48% to 58 % as measured on the CAASPP.</p>				
<p>A. Provide and/or arrange professional development on IEP identification, IPT process and procedures, and specific issues pertaining to ELs (e.g., language acquisition and/or disabling condition) to the following groups:</p> <p>1. Site Administrator;</p>	<p>Superintendent Site Administrator</p>	<p>2015-2016</p>	<p>Training w/ consultant</p>	<p>2500.00 Title I</p>
<p>2. <u>New</u> and current psychologists, Speech & Language Therapists, and special education teachers.</p>	<p>Superintendent Site Administrator SELPA Director Consultant</p>	<p>Spring 2016</p>	<p>Training w/ consultant</p>	<p>250.00 Title I</p>
<p>3. General education teachers.</p>	<p>Superintendent Site Administrator SELPA Director Consultant</p>	<p>2015-2016</p>	<p>Substitute teacher costs</p>	<p>2250.00 Title I</p>
<p>B. Director of SELPA and special education staff will conduct a review of IEPs to verify that disabling conditions exist.</p>	<p>Director of SELPA All Special Education Staff</p>	<p>2015-2016</p>		<p>None</p>

1. Examine IEPs to determine if there is direct alignment between the evaluation, identified needs, goals & objectives, and programs & services.	All Special Education Staff	2015-2016		None
A. Attend/monitor every IEP to ensure calibration of placement and services.	Site Administrator	2015, Ongoing		None
II. Strategy: Academic Support A. Inventory and analyze instructional programs currently used in the district/school for appropriateness and efficacy: 1. Identify whether current programs are research-based and Board approved.	Superintendent Site Administrator Special Education Staff	2015-2016	Substitute teacher costs	1000.00 Title I
2. Determine whether programs and placement materials that <u>are</u> research based are being used appropriately and consistently. Determine whether teachers have been trained to appropriately to implement these programs.	Superintendent Site Administrator Special Education Staff	2015-2016		See IIA1
3. Eliminate programs that are NOT Board approved and proven to be effective.	Superintendent Site Administrator Special Education Staff	2015-2016		None
B. Conduct a gap analysis to determine if the remaining programs meet the needs of the IEP goals.	Superintendent Site Administrator Special Education Staff	2015-2016	Substitute teacher costs	500.00 Title I
C. Provide professional development in Board approved core, intervention and supplemental programs as well as pedagogy to enhance capacity among all special education staff and increase equity for all special education students.	Superintendent Site Administrator VCOE Facilitator	2015, ongoing	Substitute teacher costs	500.00 Title I
D. Provide ongoing professional development to ensure the principal, teachers, and support staff are adequately prepared to meet the needs of special education students in a regular education setting.	Superintendent Site Administrator Certificated and classified staff	2015, Ongoing		250.00 Title I

III. Strategy: Teacher Collaboration A. Continue to provide collaboration time for general education and special education teachers to review and discuss individual student needs.	All Special Education staff & appropriate General Education staff	2015-2016 during early release Wednesdays, ongoing	Early Release Wednesday	None
B. Meet with all staff to foster and increase communication and collaboration among general education and special education teachers. Develop a common understanding of SWDs in the core instructional program, and tiered intervention in relationship to special education.	Superintendent Site Administrator	2015-2016 (2 times per year during faculty meetings)	Early Release Wednesday	None

High Priority Students - Intervention

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
Goal 4: The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.				
<p>A. Establish a District Task Force of administrators, teachers and support staff to:</p> <ol style="list-style-type: none"> 1. Review the principles of effective intervention practice using a resource such as <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i>. <ol style="list-style-type: none"> a. Clarify vocabulary and definitions for Tier I, Tier II, Tier III, Strategic and Intensive interventions. 	Superintendent Assistant Supt of Instruction Director of Pupil Services Representative Principals Learning Center teachers Other lead teachers	2015-2016	Early Release Wednesdays Professional Resources	700.00 Title I
<ol style="list-style-type: none"> 2. Assess intervention practices currently being implemented district-wide, including: <ol style="list-style-type: none"> a. Student achievement data collection and analysis; b. Entry and exit criteria for interventions; c. Intervention Plans (IP) Development; d. Interventions offered by teachers; e. Replacement core program for intensive ELA intervention; f. Additional learning time for students needing intensive intervention; g. Ongoing progress monitoring. 	District Task Force	2015-2016	Early Release Wednesdays	2260.00 Title I

3. Work with site-based team to conduct a self-study analysis regarding identification of student need and implementation of strategic and intensive interventions for ELA and/or mathematics: a. Determine if high-priority students are receiving systematic and appropriate strategic and intensive interventions; identify strengths and gaps in implementation.	District Task Force Site-Based Teams	2015-2016	Facilitator Substitutes	2624.00 Title I
b. Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.	District Task Force Site-Based Teams	2015-2016	Early Release Wednesdays	None
4. Conduct visitations in model districts/schools to observe intervention procedures, programs, and practices.	District Task Force and designees	Spring 2016	Substitutes	3450.00 Title I
5. Identify a district menu of interventions vetted as high-leverage options.	District Task Force	2016, Ongoing	Early Release Wednesdays	None
B. Identify intervention practices and/or systems to be implemented throughout the district as non-negotiable.	District Task Force	2016, Ongoing	Early Release Wednesdays	None
C. Provide professional development and/or guidance in the implementation of: 1. Non-negotiable district intervention practices and/or systems; 2. District interventions vetted as high-leverage options for use in schools; 3. Data monitoring and analysis; 4. Effective monitoring of site intervention processes.	District Administration All staff (Administrators, Teachers and Support Personnel)	2015, Ongoing as needed	Presenter	3950.00 Title I
D. Implement district and site intervention systems: procedures, programs, and practices (e.g. electronic informational system to track student interventions).	District Task Force All staff (Administrators, Teachers and Support Personnel)	Fall of 2016		3950.00 Title I
E. Monitor the effectiveness of district and site intervention systems.	District Task Force Site-Based Teams	Spring; Annually beginning in 2016		None

District Budget for Federal Programs

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	0.00	56,924.00	56,924.00	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	7,064.00	6,855.00	6,991.00	50%
Title III, Limited English Proficient	12,527.00	10,409.00	14,782.00	64%
Title III, Immigrant Education	558.00	0	0	0
Title VI, Part B, Rural Education Achievement				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0.00	103,020.00	103,020.00	100%
Other (describe)				
TOTAL	20,149.00	177,208.00	181,717	

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.”	
Requirements	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>The Mesa Union School District uses the number of children eligible for Free/Reduced Price Lunch program as the low-income measure to identify schools eligible for Title I Funding. All enrolling and returning students are given new and annual enrollment forms so the district schools maintain the most current information on each student enrolled. Included with the enrollment forms is the official form for parents to request Free/Reduced Lunch Program.</p>
<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “School-wide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the School-wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School-wide, 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).</p>	
<p>For school-wide 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:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. School-wide reform strategies that provide opportunities for all children to meet state standards. • 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 underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract 	

<p>and keep such teachers.</p> <ul style="list-style-type: none"> • High quality and ongoing PD 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. 	
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Mesa Union School District identifies participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards based on their free and reduced eligibility status.</p>

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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 two program with Title I funds. 	
<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>Title I funds are used to provide services to homeless children. The district community liaisons work with school staff to provide school support and social services as needed.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p>Mesa Union School District currently has no students identified in this category.</p>

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	N/A
Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Mesa Union School District has been identified as in Program Improvement. The district notified parents within 30 days of the identification. Parents received a mailed letter home notifying them of the reason why their school had been identified for PI and their right to transfer to another school in the district that is not in PI with paid transportation.
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 applications and timeline notifications were mailed home to parents. Interested parents completed the application and sent back to the district office indicating their preferences of schools. Once applications were received parents were notified of the school choice assignment by phone. As

	soon as assignments were confirmed, transportation was arranged and parents were notified.
Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly qualified teachers, principals, and other staff.	Currently, the district has met the Highly Qualified status required by NCLB. The district established a variety of professional development opportunities for teacher and principals. The goal of Mesa Union is to continually align staff development with district initiatives that is based on research and the needs assessment, ensuring that staff development activities will assist district's teaching in core academic areas. Title I funds are coordinated to develop a comprehensive staff development program that addresses the needs of the Mesa Union School District.
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.	Teachers and principals from various school sites facilitate learning on a variety of topics for parents. Some of those include: Science Fair, Reading Night, Family Math Night, and Community Based English Tutoring. These opportunities encourage parents to participate in school activities as well as provide information for homework help. Parents are also encouraged to participate in their child's school through the Parent Teacher Association, School Site Council and English Learner Advisory Committee.
<p><i>Coordination of Educational Services</i></p> <p>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.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program	Through the combined efforts of regular and special programs staff, students are receiving a coordinated program that meets their needs. Efforts are made

<p>effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Early Reading First d. Other preschool programs e. 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. <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<p>to provide each multi-funded student with a balanced, educational experience and assure that there are no duplications, gaps, or misalignments in supplemental services and/or instruction in the core curriculum. Additionally, Mesa Union offers Transitional Kindergarten for those students eligible but not yet ready for Kindergarten. District-wide, PLC meetings at the site and district level are scheduled monthly for teachers to discuss and develop meaningful instruction.</p> <p>Mesa Union Elementary School continually assess and modify the various school programs through a combination of formal and informal meetings, which ensure that all services for multi-funded students are coordinated.</p>
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Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, 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 program, including the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

Title I, Part A

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 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 \$_____ in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

Title I, Part D—Subpart 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs 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 LEA that:
 - a. Have the lowest proportion of highly-qualified teachers;
 - b. Have the largest average class size; or
 - c. Are identified for school improvement under Section 1116(b).
 - The LEA will comply with Section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and 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 PD as defined in Section 9101 (34).

Title III

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

Title V, Part A

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

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

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