

**Elementary and Secondary Education Act  
Corrective Action  
RECOMMENDED LEA PLAN TEMPLATE**

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

**Corrective Action 6 Plan Information:**

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

County/District Code: 43-69674

Dates of Plan Duration (a three- to five-year plan): March 2013-June 2016

Date of Local Governing Board Approval: March 14, 2013 revised October 24, 2013

**District Contact Information:**

District Superintendent: Stanley Rose, III, Ed.D.

Address: 1889 Lawrence Rd.

City: Santa Clara

Zip code: 95051

Phone: 408 423-2000

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

**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.

Bobbie Plough, Ed.D      March 14, 2013 (original)

Stanley Rose, III, Ed.D      October 24, 2013 (revised per CDE)

Printed or typed name of Superintendent

Date

Signature of Superintendent

Christine Koltermann, Ph.D.      March 14, 2013/October 24, 2013

Printed or typed name of Board President

Date

Signature of Board President

## District Profile

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

## District Mission Statement

"The mission of Santa Clara Unified School District is to prepare students of all ages and abilities to succeed in an ever-changing world."

## District Core Values

Not in priority order

- Diversity
- Bringing out the full potential in all students and staff
- Integrity
- Fiscal responsibility
- Parental support and involvement
- Professionalism

## Demographics

Santa Clara Unified School District (SCUSD) is located in Santa Clara County California in Silicon Valley. The school district has an enrollment of 15,288 students in 2011-12 (CBEDS data from CDE Data Quest). The school district on census day for CBEDS during 2011-12 had sixteen elementary school grades K-5, one grades K-8 school, three grades 6-8 middle schools, two comprehensive high schools, and three alternative schools.

The district also serves pre-school children with seven state preschool programs and thirteen district pre-school classes. Special education students are served in Resource Specialist Program (RSP) and Special Day Classes (SDC). The RSP program includes a Leveled Literacy Intervention (LLI) program for both general education and RSP students. The SDC secondary program includes the workshop model pilots where students receive preteaching of academic knowledge and skills in one period which is followed by the same content in a general education class for a total of two classes in the same content. There are currently 20 non-public school placements for SWD students. The district offers English learners Structured English Immersion (SEI) and Mainstream English classes on all campuses along with an Alternative Bilingual program at two of the district's elementary schools.

The specific demographics reported by the CDE Data Quest website for 2011-12 are:

African American	Asian	Hispanic	Native Hawaiian or Pacific Islander	Filipino	White	Migrant	Two or More Races
4%	23%	36%	1%	8%	23%	2%	4%
English Learners	Reclassified EL	Students With Disabilities	GATE	Free/Reduced Lunch	District Mobility*	Parent Education**	
27%	20%	17%	11%	46%	96%	3.01	

\*District Mobility: The percent of students continuously enrolled from CBEDS to STAR testing.

\*\*Parent Education: The average level of parent education where "2" is high school graduate and "3" is some college

### **Title I Program Improvement Status**

The District is currently in Program Improvement Year Three (Cohort 6). The California State Board of Education took action in November 2012, identifying Santa Clara Unified as a PI Year 3 district and assigned it Corrective Action 6. Santa Clara Unified School District was one of nine districts with a 2012 district Academic Performance Index over 800 recommended for Moderate Technical Assistance based on numerically significant subgroup performance. Two numerically significant subgroups (Hispanic or Latino and Native Hawaiian or Pacific Islander) that had less than 800 APIs, and their performance was lower than the state average API for those subgroups. SCUSD was required to contract with a DAIT or technical assistance provider to provide support to the district in revising its Local Education Agency Plan to implement Corrective Action 6 in consultation with parents, school staff, and others. The district selected New Directions for Academic Advancement, Inc. as its technical assistance provider. Implementation of Corrective Action 6 requires the district to:

- Implement a coherent standards-based/standards-aligned instructional program using instructional materials which may be aligned to CCSS resources for all students in kindergarten through grade twelve (K–12) in reading/English/ language arts and mathematics and interventions as needed.
- Provide appropriate professional development, including, but not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of CCSS, and the use of effective instructional strategies.
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting standards.

Of the district's 25 schools 6 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI	Not Title I
2	2	2	0	0	1	18

The district and the technical assistance consultants provide support to the Title I Program Improvement schools based on scientifically based research including:

- Assistance in analyzing data from the assessments and other examples of student work to identify and address problems in instruction and problems in implementing the parental involvement requirements, the professional development requirements, and the responsibilities of the school and LEA under the SPSA and to identify and address solutions to such problems.
- Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are grounded in scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI.
- Assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from PI.
- Providing District Webinars by the Coordinator of Assessment to assist all schools and in particular Title I PI schools with the analysis of student achievement data.
- Training by the Technical Assistance Providers was for all schools including Title I PI schools in the analysis of student achievement data, program goals, activities and school budgets.

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

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

### **Needs Assessment**

In early December 2012, New Directions for Academic Advancement met with district administration, site principals, and union presidents for both the certificated and classified staff. To assess the status of the district's programs, the District Assistance Survey (DAS) was administered with a large number of district and site level stakeholders including district and site administrators, teachers and parents from PTA, SSC and DELAC. The Inventory of Services and Supports (ISS) for Students with Disabilities was completed with both district and site personnel. The English Learner Subgroup Self-Assessment (ELSSA) was completed in January 2013 with district and site stakeholders including parents. Principals were trained in administering the Academic Program Survey (APS) with directions for all to complete it with their site staff in January 2013. Numerous interviews were conducted with the Superintendent, Assistant Superintendents of Educational Services and Human Resources, Directors, Coordinator of Assessment and personnel from the Business Services. A separate meeting was held with three district board members to seek their input on the governance section of the DAS in February 2013.

Site visits to elementary, middle and high schools including visits to classrooms were conducted in January 2013 to further inform the New Directions team about the quality and consistency of the instructional programs for all students and in particular the instruction of high priority students including English Learners and SWD students. A meeting was held with the SCCOE Migrant Education Program Manager and SCUSD personnel to discuss the program needs of migrant students in the district and to inform the revision of the LEA Plan.

Between November 2012 and February 2013 documents were reviewed, student achievement data analyzed, and district and site staff collaborated with the New Directions team in gathering documents to inform the writing of the LEA Plan. The New Directions Technical Assistance Team relied upon multiple types of evidence including the CDE tools listed above, surveys, interviews, site visits and historical data (documents), previous Single Plan for Student Achievement (SPSA) samples and the current Local Educational Agency Plan and Addendum. Dates were set to train site staffs to develop their Corrective Action Plans for the two PI Year 3 schools and to revise all sites' Single Plans for Student Achievement (SPSAs) to align with the new LEA Plan.

Current student achievement data including CST, CELDT, district benchmark data, the 2010, 2011, 2012 AYP and API reports were reviewed. Several comprehensive data analysis reports were ordered from Key Data Systems for both district wide data and site level data and these reports were analyzed with district and site administrators. Information on the degree of implementation of the nine Essential Program Components identified in the Academic Program Survey (APS) for each school site was gathered, aggregated into summaries for elementary, middle, and high school prior to review. The district staff and New Directions team analyzed the level of implementation of Corrective Action 6, the district instructional priorities and student

achievement. This analysis and stakeholder input described above provided the following picture of the district and guided the writing and focus of the new 2013 LEA Plan.

In 2012 SCUSD remained in Program Improvement Year 3 because it did not meet the AYP ELA proficiency target district wide and for these subgroups: African American, Filipino, Hispanic, White, Socio-Economically Disadvantaged (SED), English Learners (EL), and Students with Disabilities (SWD). It made the target for the Asian and Two or More Races subgroup in ELA. In mathematics the district wide target was not met along with these subgroups: African American, Filipino Hispanic, White, Two or More Races, Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD). The Asian subgroup made the math target. The district did not make the graduation rate in 2012. Relative growth of the API from 2010-2012 is 31 points.

There are numerous very effective initiatives in place in SCUSD that have been developed to serve the students in all core content areas of instruction. The district is served by very professional hard working educators who focus daily on the needs of Santa Clara students. Many students in the district are performing well. This LEA Plan will address those students in the district who are not performing with their peers and have an achievement gap in learning particularly in ELA and math.

### **Title II**

In January 2013, Santa Clara Unified School District was informed by CDE that the district was at Level C in Title II requirements, failing to have 100% Highly Qualified Teachers for three consecutive years. Upon investigation and data correction, the district was then subsequently notified by CDE that they were 100% compliant in this area. This experience has informed the district that better controls over personnel data entry is critical and new methods of monitoring the input of data are needed.

### **Title III**

The district is currently in Year 3 of the Title III requirement for failing to make all three Annual Measurable Achievement Objectives (AMAOs) for the last two years. As such the district was required to notify parents of ELs of this status by November 2012 (within 30 days of the Title III student achievement data is made public), continue to implement the Title III Year 2 Improvement Plan, and monitor progress in implementing this plan. Several focused initiatives and practices have been put into place to meet the needs of English Learner students that are described in Goal 2 of this plan.

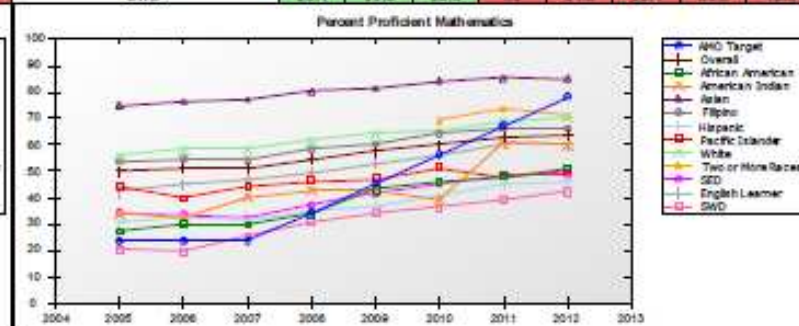
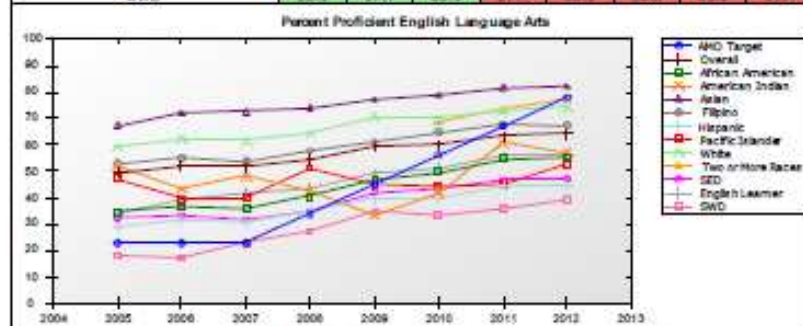
### **Student Achievement Data Analysis (See 2003-2012 AYP Chart below)**

Examination of student achievement data indicates SCUSD did not meet the district wide ELA AYP target in 2012 with 64.1% of the district students proficient in ELA, also missing this target in 2011. Asian and Two or More Races made the 2012 AYP target in ELA. African American, Filipino, Hispanic White, SED, ELs and SWD students did not make the ELA targets for 2012. Hispanic, SED, ELs and SWD students did not make the ELA target for 2010, 2011 as well. District wide 2012 math achievement shows that 63.8% of the district's students were proficient in math missing the target for 2012 and 2011 but making it in 2010. The Asian subgroup made the 2012 math target and the 2011 and 2010 target in math as well. The following district subgroups did not make the 2012 AYP math target, African American, Filipino, Hispanic, White, Two or More Races, SED, EL and SWD. Also of note is that math achievement declines as students enter the secondary schools. SCUSD made the percent participation and API growth criteria for the last five years with a current API of 811. The district did not make the graduation rate criteria in 2012 for the first time.

## 2003 - 2012 Accountability Progress Report

2003 - 2012 Academic Performance Index (API)																				
2003 - 2012 API Results	2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth		2009 - 2010 API Growth		2010 - 2011 API Growth		2011 - 2012 API Growth	
	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point	2011 Growth API	2011 Growth Point	2012 Growth API	2012 Growth Point
Overall	735	28	738	3	741	4	747	6	750	3	765	12	782	18	799	18	810	10	811	3
African American	669	42	670	1	668	-2	668	0	664	-2	687	23	708	19	756	58	752	-5	738	-15
American Indian																	785	67	784	-1
Asian	822	28	835	3	844	12	850	6	859	9	868	8	881	16	897	18	910	13	912	3
Filipino	744	32	757	7	764	8	773	9	780	9	792	12	803	11	825	22	831	5	832	1
Hispanic	626	36	631	7	644	10	651	7	653	1	672	16	689	15	712	21	724	12	725	4
Pacific Islander			686		718	34	701	-17	686	-16	728	44	714	-14	737	33	730	-9	738	7
White	766	22	776	11	776	3	785	9	789	5	800	10	820	23	832	11	843	10	847	6
Two or More Races														837	2	856	17	849	-6	
SED	647	52	653	6	665	10	660	-5	659	-2	678	16	702	23	728	27	737	8	737	2
English Learner							704	19	711	11	721	7	739	19	763	25	775	12	776	3
SWD							523	-4	566	44	580	11	620	30	648	26	659	6	668	12

2005 - 2012 Adequate Yearly Progress (AYP)																				
Met All AYP Criteria?	2005	2006	2007	2008	2009	2010	2011	2012	Met Graduation Rate?	2005	2006	2007	2008	2009	2010	2011	2012			
	Yes	Yes	Yes	No	No	No	No	No		89.9	88	90	86.9	87.1	87.99	88.59	80.78			
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts								Percent Proficient Mathematics											
	2005	2006	2007	2008	2009	2010	2011	2012	2005	2006	2007	2008	2009	2010	2011	2012				
AMO Target	23	23	23	34	45	56	67	78	AMO Target	23.7	23.7	23.7	34.6	45.5	56.4	67.3	78.2			
Overall	49.7	52.1	51.7	54.7	59.4	60	63.4	64.1	Overall	50	51.2	51.4	54.8	57.4	60	63.1	63.8			
African American	34.8	36.7	36.1	40.7	46.8	49.7	54.6	55.3	African American	27.5	30.2	30	33.8	43.2	45.6	48	51.1			
American Indian	51.8	43.4	48.3	42.9	33.3	42.1	60.9	57.1	American Indian	33.9	32.1	40.4	42.9	42.9	39.5	60.0	60			
Asian	67.4	72	72.6	74.1	77.1	78.9	81.5	82.3	Asian	74.9	76.2	77.1	80.1	81.4	84	85.2	85			
Filipino	52.9	55.1	53.7	57.7	60.8	64.9	67.9	67.3	Filipino	53.5	54.8	54.1	58.2	60.2	64.3	66.4	66.3			
Hispanic	29.2	31.9	30.7	34.9	39.9	40.5	44.7	44.7	Hispanic	30.7	32.5	31.3	35	37.1	40.7	45	45.7			
Pacific Islander	47.1	39.8	40.4	51	45	44	44.9	52.5	Pacific Islander	44.1	40	43.9	46.1	47	51.2	47.7	50.6			
White	59.5	62.3	61.7	64.6	70.7	70.1	73	74.4	White	56.1	58.2	58.3	61.7	64.2	65.4	69	70.8			
Two or More Races						68.6	73.4	77.2	Two or More Races						69.2	73.7	70.9			
SED	32.1	33.3	31.7	35.1	42	43.7	46.4	47.2	SED	34.5	33.7	32.6	37.2	41.6	45.1	48.6	48.6			
English Learner	34	39.4	41.9	43.7	49.3	51.4	55.7	55.8	English Learner	42.3	45	47	49.6	53	56.3	60.3	60			
SWD	18.1	17.4	23.1	27.4	35.1	33.5	36.1	39.4	SWD	20.4	19.6	25.6	31	34.5	36.4	39.6	42.3			



■ = Met target     
 ■ = Did not meet target     
 ■ = Not Applicable

**DISTRICT ADOPTED PROGRAMS 2012-2013**  
**SANTA CLARA UNIFIED SCHOOL DISTRICT**

**Elementary Adoptions**

	<b>Reading / Language Arts</b>	<b>Reading Language Arts Intensive Intervention for Grades K-5</b>	<b>ELD (If separate from core program 2 RLA)</b>	<b>Mathematics</b>	<b>Mathematics Intervention Grades 4-5</b>	<b>History/ Social Science</b>	<b>Science</b>
<b>K</b>	Houghton Mifflin <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, <i>Leveled Literacy Intervention System (LLI) 2009-2013</i>	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009		Scott Foresman, <i>History Social Science for California, 2006</i>	Delta Ed. Inc., <i>Full Option Science System (FOSS) 2007</i>
<b>1</b>	Houghton Mifflin - <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, (LLI) 2009-2013	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009		Scott Foresman, <i>History Social Science for California, 2006</i>	Delta Ed. Inc., <i>Full Option Science System (FOSS) 2007</i>
<b>2</b>	Houghton Mifflin - <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, (LLI) 2009-2013	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009		Scott Foresman, <i>History Social Science for California, 2006</i>	Delta Ed. Inc., <i>Full Option Science System (FOSS) 2007</i>
<b>3</b>	Houghton Mifflin - <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, (LLI) 2009-2013	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009		Scott Foresman, <i>History Social Science for California, 2006</i>	Delta Ed. Inc., <i>Full Option Science System (FOSS) 2007</i>
<b>4</b>	Houghton Mifflin - <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, (LLI) 2009-2013	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009		Harcourt School Pub., <i>Ca. Fast Forward Math</i> 2008 ALEKS Inc., ALEKS	Scott Foresman, <i>History Social Science for California, 2006</i>
<b>5</b>	Houghton Mifflin - <i>California Reading: Medallion, 2003 (SCUSD Instructional Guide and supplemental materials)</i>	Heinemann, Fountas and Pinnell, (LLI) 2009-2013	Pearson, CA. <i>Language Central</i> 2008 Santillana USA <i>Intensive English</i>	Scott Foresman Addison Wesley, <i>enVision Math Ca.</i> 2009	Harcourt School Pub., <i>Ca. Fast Forward Math</i> 2008 ALEKS Inc., ALEKS	Scott Foresman, <i>History Social Science for California, 2006</i>	Delta Ed. Inc., <i>Full Option Science System (FOSS) 2007</i>

\* All core RLA, math and History Social Science texts purchased in Spanish as well as English. Spanish K-5 RLA is a full adoption.

## Secondary Adoptions

Grade	Reading / Language Arts	Reading / Language Arts Intensive Intervention for Grades 6-8	ELD (If separate from core program 2 RLA)	Mathematics	Mathematics Intervention Gr. 6-7 students two or more yrs. below grade level. Gr. 8 Algebra Readiness for students needing pre-Algebraic skills	History/ Social Science	Science
6	<i>McDougal Littell Ca. Literature w/ELD 2009</i> (with supplemental materials)	Scholastic Inc., <i>READ 180 Ca. Enterprise Edition 2008</i>	National Geographic <i>Inside Language, Literacy and Content 2009</i>	Holt, Rinehart, Winston, <i>Ca. Mathematics Course 1, 2008</i>	Assessment and Learning in Knowledge Spaces Inc., (ALEKS) 2008	Prentice Hall, <i>Ancient Civilizations 2006</i>	Holt, <i>Ca. Earth Science 2007</i>
7	<i>McDougal Littell Ca. Literature w/ELD 2009</i> (with supplemental materials)	Scholastic Inc., <i>READ 180 Ca. Enterprise Edition 2008</i>	National Geographic <i>Inside Language, Literacy and Content 2009</i>	Pearson, Prentice Hall, <i>Ca. Pre-Algebra 2008</i>	Assessment and Learning in Knowledge Spaces Inc., (ALEKS) 2008	Prentice Hall <i>Medieval and Early Modern Times 2006</i>	Holt, <i>Ca. Life Science 2007</i>
8	<i>McDougal Littell Ca. Literature w/ ELD 2009</i> (with supplemental materials)	Scholastic Inc., <i>READ 180 Ca. Enterprise Edition 2008</i>	National Geographic <i>Inside Language, Literacy and Content 2009</i>	Pearson, Prentice Hall, <i>Ca. Algebra 1 2009</i>	Pearson, Prentice Hall, <i>California Algebra Readiness 2009</i> (ALEKS) 2008	Holt, <i>United States Independence to 1914 2006</i>	McDougal Littell, <i>Science: Focus on Physical Science 2007</i>
9	Holt, <i>Literature and Language Arts 3rd Course w/ ELD 2009</i> (with supplemental materials)	Scholastic Inc., <i>READ 180 Ca. Enterprise Edition 2008</i>	Holt Core plus novel by Francisco Jimenez, <i>The Circuit</i>	Pearson, Prentice Hall, <i>Ca. Algebra 1 2009</i>	Pearson, Prentice Hall, <i>California Algebra Readiness 2009</i> , AGS Publishing, <i>Pre-Algebra 2004</i>		Pearson <i>Concepts &amp; Challenges: Earth Science 2009</i>
10	Holt, <i>Literature and Language Arts 4th Course w/ ELD 2009</i>	Scholastic Inc., <i>READ 180 Ca. Enterprise Edition 2008</i>	Holt Core plus novel by Francisco Jimenez, <i>Breaking Through</i>	Pearson, Prentice Hall, <i>Ca. Algebra 1 2009</i>	Pearson, Prentice Hall, <i>California Algebra Readiness 2009</i>	McDougal Littell, <i>Modern World History 2006</i>	Pearson, <i>Biology 2007</i>

\* All core adoptions K-12 for E/RLA, Math, History and Science have multiple supplemental adoptions.



## **Summary of Findings and Recommendations**

Initial examination of student achievement reveals a district with an API of 811, exceeding the state target of 800. Further examination and disaggregation of data indicates that the district did not meet its graduation rate, and there is an achievement gap among subgroups of learners. Analysis of instructional practices indicates a district of dedicated professionals who are working hard and making thoughtful decisions in an effort to meet the needs of the students they serve.

The following findings and recommendations are designed to support the work of these dedicated professionals and to focus their work on strategies that will increase the academic performance of the district's students who are not meeting proficiency.

- 1. Develop a comprehensive data system** that has sufficient technology to ensure that data entry is an easy task for teachers and provides data that delivers to teachers, counselors and administrators relevant student information readily accessible and retrievable. The use of a current data information system (School City) along with benchmark and formative assessments and PLC training has been put into place in the district. However, data users are finding the system difficult to access and use.
  - Identify and implement a student achievement data management system that can provide accurate, timely data for teachers, counselors and administrators.
  - Identify a system that will support appropriate program placement (entry and exit criteria) and progress monitoring of students within the programs.
  - Make certain that all sites have the technology and training to collect all additional student data required by new state mandates and that can complete the Smarter Balanced Assessments aligned to the Common Core State Standards.
  - Train teachers and site administrators in a data protocol process and monitor and support principals to lead their staffs in the completion and use of short cycle assessments.
  - Continue to identify resources for additional technology equipment and personnel to support the instructional programs by visiting sites to determine hardware and software needs.
- 2. Reexamine the instructional materials identified for each grade level and course with alignment to the CCSS for coherence and consistency in the district instructional program K-12.** A complex system of instruction and support has been developed to teach reading language arts at the primary grades using research-based instructional strategies. Differentiated instruction is accomplished through a workshop model which allows highly trained teachers (utilizing Reading Recovery strategies) to implement best instructional practices, including whole group, small group and individual instruction. Reading Intervention Specialist (RIS) teachers support intensive intervention in reading and writing at all elementary schools. District developed curriculum maps and pacing guides are at all levels. While the large number of supplemental materials currently adopted and used creates the opportunity for teachers to individualize instruction, it does not support a consistent district program of instruction. The task of principal and district administrator monitoring of the instructional program is almost impossible.
  - When transitioning to CCSS identify fewer well balanced instructional resources and train teachers to use these materials to support a standards-aligned instructional program to implement daily and consistently in all classrooms.
  - Expand teacher training to all grades to include the most effective RLA/ELD instructional practices. (Required by Corrective Action 6).
  - Develop a standard administrative walk through tool to more effectively monitor instructional program consistency.

- 3. Focus resources on meeting the needs of specific subgroups of students including English learners, special education students, high priority students and students at risk of not graduating.**
  - Identify and fully implement an intensive reading intervention program for students in grades 4-5.
  - Ensure that both strategic support and intensive interventions are available to all students based on their assessed need in R/ELA or math.
  - Address the findings of the ELSSA report to examine the reclassification criteria for EL students and develop a district wide system to monitor RFEP students at all sites.
  - Address the instructional rigor of ELD instruction, and monitor EL student progress in attaining English through district wide formative assessments.
  - Address the dramatic increase in the number of special education students identified for service within the district.
  - Develop a district wide focus on the inclusion model of instructional support program in special education program.
  - Examine the practice of RSP students being pulled out of initial instruction from the core to receive support by RSP teachers.
  - Examine the status of students at risk of not graduating and identify support systems that will ensure that all students graduate.
- 4. Develop a district wide system of monitoring and accountability.**
  - Refine the district classroom walk-through form adding more detail so that principals and district administrators are able to record detailed data on the degree of implementation of effective instructional strategies.
  - Require that site principals are in classes every week and monitor this requirement.
  - Schedule and conduct frequent site visits including visits to classrooms for all district instructional administrators.
  - Require principals to monitor the use of data by teachers and require minutes from PLC collaborative meetings.
  - District administrators need to monitor principal use of data on an on-going basis and use data to make instructional decisions.
- 5. Continue the focus on secondary mathematics instruction.** District student performance in mathematics declines as the students matriculate to the secondary grade levels. In order to address this trend in student performance in mathematics the district began a middle school mathematics project to address this area of academic need.
  - Continue to train all middle school math teachers in the use of the *Texas Instruments Math Forward NSpire* calculators along with the implementation and monitoring of the Stanford University training on lesson design.
  - Decide the district direction for Common Core State Standards (traditional or integrated) in high school mathematics and purchase instructional materials accordingly.
  - Address student placement in mathematics at the high school level using student achievement data to guide those placement decisions.
  - Continue to address student placement in mathematics at the middle school level using student achievement data.

All the above recommendations were used to develop this LEA Plan in collaboration with the district. All the above recommendations are included in this Plan.

### Local Measures of Student Performance

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

- determine the success of students in meeting the SBE-adopted academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet SBE-adopted academic standards and do well in the local curriculum
- determine what revisions are needed to academic programs so that low-achieving students meet the SBE-adopted academic standards
- identify students who may be at risk for reading failure or who are having difficulty reading

### Local Measures of Student Performance

Santa Clara Unified School District (SCUSD) uses numerous local assessments developed by the district and aligned to state standards and district grade level or course level pacing guides to monitor student achievement. District Benchmark assessments aligned to state standards are given multiple times per year depending on the test. Diagnostic and screening assessments are used in elementary grades. Curriculum-embedded assessments are also used for placement in intervention programs and progress monitoring. The assessments listed on the charts below are required and used by teachers and administrators to monitor progress of students. Teachers meet to collaborate (Professional Learning Communities) to review assessment results and determine intervention steps for students not learning.

**Current Local Assessments by Grade Level and Content Area**

Grades	Assessment Name	Content Area	Frequency
3-5	Northwest Evaluation Association (NWEA) test	Math at Title I Schools, Braly and Westwood	3 times per year
3-5	Northwest Evaluation Association (NWEA) test	Reading at Title I Schools, Braly and Westwood	3 times per year
3-5	Northwest Evaluation Association (NWEA) test	Language Usage at Title I Schools, Braly and Westwood	3 times per year
6-8	Northwest Evaluation Association (NWEA) test	Math	2 times per year Next year 3 times per year
K-5	Reading Performance Based Assessment	English Language Arts	3 times per year
K-5	Academic Assistance Plan	ELA and Math	2 times per year
2-5	MARS Math Performance Assessment	Mathematics	1 time per year
K-12	School-Based Writing Performance Assessment	English Language Arts	3 time per year
6-12 Intensive Support	<i>READ 180</i>	English Language Arts	As prescribed by program

<b>Grades</b>	<b>Assessment Name</b>	<b>Content Area</b>	<b>Frequency</b>
6-12	Scholastic Reading Inventory (Lexile)	English Language Arts	2 times per year
9-12	World History Semester Exams	History	2 times per year
9-12	U.S. History Semester Exams	History	2 times per year
9-12	Civics Semester Exams	History	2 times per year
9-12	Economics Semester Exams	History	2 times per year
11-12	Physics Performance Assessments	Science	1 time per year
6-8	Science Performance Assessments	Science	1 time per year
7 <sup>th</sup> , 8 <sup>th</sup> , and Algebra I, Geometry, Algebra II, Trigonometry	Middle School and High School Math Benchmark Assessments	Mathematics	3 times per year

### Other Indicators of Student Achievement

<b>Grades</b>	<b>Assessment or Indicator</b>	<b>Content Area(s)</b>
K	Concepts About Number Sense (CANS) Assessments 3X per year	Mathematics
K-5	Standards Based Trimester Report Cards	All
K-5	Diagnostic Assessments from RazKids	Reading
K-5	Leveled Literacy Intervention (LLI)	Reading and Writing
1	Reading Recovery Observation Surveys every 12-20 weeks	Reading and Writing
1-2	Reading Intervention (RIS)- Daily assessments and site based literacy meetings to discuss	Reading and Writing
3-12	Diagnostic Assessments from ALEKS	Mathematics
9-12	A-G completion rate	History/Social Science, English, Mathematics, Foreign Language, Visual and Performing Arts, and College Preparatory Electives
9-12	AP Enrollment, Completion, and Assessment Results	
12	Seal of Biliteracy	Foreign Language

## Goals, Strategies, and Action Steps

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

- The district will achieve its 2012-2013 AYP AMO target in ELA of 89% proficient and above by meeting it through Safe Harbor by increasing it from 64.1% to 67.2% proficient or above district wide.
- All students will attain proficiency or above in ELA by 2013-2014 through Safe Harbor.

#### 1. Strategy: Instructional Materials

Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement and monitor the daily effective use of all district adopted standards-aligned E/RLA core and interventions for all students including ELs and SWDs K-12 using Houghton Mifflin, <i>California Reading: Medallion Edition</i> , 2003 (K-5), McDougal Littell <i>California Literature</i> (6-8), Holt <i>Literature and Language Arts with ELD Course 3 and 4</i> , and Scholastic <i>READ 180</i> for intensive intervention (6-12).	Daily 8/19/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12, E/RLA Teachers	NA	
(b) Purchase and implement replacement and fill-in materials for the core RLA adoptions Houghton Mifflin, <i>California Reading: Medallion Edition</i> , 2003 (K-5), McDougal Littell <i>California Literature</i> (6-8), Holt <i>Literature and Language Arts with ELD Course 3 and 4</i> , and Scholastic <i>READ 180</i> for intensive intervention (6-12).	Purchase: 7/1/13, 2014, 2015, 2016 Implement: 8/19/13 2014, 2015, 2016	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12,	\$113,000	IMFRP & Lottery
(c) Purchase and fully implement an intensive reading intervention program for students at grade 4 and 5 who are more than two years below grade in reading including ELs and SWD.	Jan. 2014: Pilot June 2014: Purchase Aug. 2014: Train teachers & implement materials	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-5, Teachers	\$10,000	IMFRP & Lottery

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(d) Fully implement and monitor the daily use of the district adopted reading intervention program Scholastic <i>READ 180</i> at grades 6-10 for all students including ELs and SWD who need this support in order to close their achievement gap in reading.	Daily 8/19/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. 6-10 E/RLA Teachers	NA	
(e) Fully implement and monitor the daily use of the adopted ELD programs (Pearson <i>Language Central</i> , Santillana <i>Intensive English</i> , (K-5) National Geographic <i>Inside Language (6-8)</i> and <i>Holt Literature and Language</i> program type 2 (9-10) as appropriate to meet the needs of all English learners.	Daily 8/19/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12 E/RLA Teachers	NA	
(f) Adopt, implement and monitor effective use of coherent standards-based/standards aligned instructional materials aligned to Common Core State Standards (CCSS) in E/RLA in grades K-12 for all students including ELs and SWD including interventions.	Daily 8/19/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin K-12, E/RLA Teachers	TBD	IMFR & Lottery
(g) As criteria for selection of new CCSS aligned RLA materials is published, look for comprehensive coherent R/ELA adoptions that are inclusive of all components of a balanced English Language Arts program of instruction.	8/19/13-6/6/14 Identify and purchase Aug.- June 2014-15 Implement	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin K-12, E/RLA Teachers	TBD	IMFR & Lottery

**2. Strategy: Standards-aligned Instruction in Reading Language Arts**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Identify instructional practices and standards for each grade level and course aligned to the Common Core Smarter Balance Assessment (including materials, technology, etc.) and the ELA framework utilizing classroom teachers and	Develop: 3/27, 9/11, 5/21 2013 Monitor: Daily	Asst. Supt. Ed. Services Directors ,Site Admin K-12,	\$20,000	Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
district leadership. Release 2 teachers per grade level for up to 10 days.	8/13/13-6/6/14	E/RLA Teachers		
(b) Develop, provide and monitor teacher's use of grade level pacing guides and curriculum maps for ELA adoptions that align to and teach Common Core State Standards for each grade level. (See item above)	Develop: 3/27, 9/11, 5/21 2013 Monitor: Daily 8/13/13-6/6/14	Asst. Supt. Ed. Services Directors , Site Admin K-12, E/RLA Teachers	\$20,000	Title I, EIA
(c) Monitor the instruction of ELA standards through district walk throughs (every trimester for K-5 and quarterly for 6-12) by Ed. Services and principal classroom observations using the teacher observation checklist with the tablets provided to each site principal. Add specific details to this form on evidence of standards-aligned instruction and effective instructional strategies observed.	Grades K-5 Trimester by: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter by: 10/18/13, 12/20/13, 3/14/14, 6/6/14 wkly principal classroom walkthroughs	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin K-12, E/RLA Teachers	NA	
(d) Develop and require the use of a district walk through protocol for district staff, principals and teachers to monitor student understanding of CCSS learning objectives for each lesson.	Grades K-5 Trimester by: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter by: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin K-12, E/RLA Teachers	NA	
(e) Monitor daily instructional time for core ELA instruction through spring and fall review of grade level instructional minutes K-5 and master schedules for 6-12 according to the Academic Program Survey EPC 2.1: Kindergarten 60 minutes, grades 1-3 2.5 hours, grades 4-5 2 hours, grades 6-12 60 minutes or one class period.	Grades K-5 by: 11/8/13, 2/28/14 Grades 6-12 by: 10/18/13, 3/14/14	Asst. Supt. Ed. Services, Directors, Site Admin K-12	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Continue to require and monitor the daily instruction of English Language Development (ELD) K-12 with instructional groupings of no more than two CELDT levels.	Grades K-5 Trimester by: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter by: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin K-12	NA	
(g) Purchase and implement a new student achievement data management system designed to deliver formative and summative E/RLA data reports in a timely manner that is easily accessed and used by staff including district and site administrators and teachers.	Purchase: June 2014 Implement: August-June 2014-15, 2015-16	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin K-12, E/RLA Teachers	\$140,000	General Fund
(h) Expand to all schools and monitor the use of formative and benchmark assessments including the Northwest Evaluation Association tests (NWEA), PBAs and writing assessments to monitor student progress toward grade level proficiency in E/RLA grades K-12.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. of Ed. Services monitors site use Site Admin. monitors teacher use	\$50,000	EIA
(i) Require data teams (grade/course level collaboration) to analyze student proficiency of grade level R/ELA standards on district benchmark and common formative assessments.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin K-12, E/RLA Teachers	NA	



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(j) Provide administrator training focused on instructional leadership for the implementation of the new CCSS following the district CCSS implementation plan timeline.	Mar.-June 2013 (4/3) 2013-14: 8/7, 10/2, 11/6, 11/19, 11/20, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7 2014-16: TBD between Aug.-June (monthly)	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin K-12	\$5,000	Title II
(k) Train district and site administrators and teachers to use the data from R/ELA standards aligned formative and summative assessments to make instructional decisions.	Mar.-June 2013 3/1, 4/4, 6/13 2013-14: 8/9, 8/14, 9/9, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin K-12, E/RLA Teachers	\$5,000	Title II
(l) Monitor PLC meetings for use of data and discussion of sharing of best practices to deliver R/ELA standards aligned instruction. Require that each team submit minutes to the site principal for review and comment.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin K-12, E/RLA Teachers	NA	
(m) Continue to provide access to technology for students and teachers with desktop or laptop computers, document cameras, computer labs and software programs such as <i>Compass Learning</i> , <i>RAZ Kids</i> , <i>ALEKS</i> , <i>READ 180</i> , <i>Multimedia</i> , <i>Cisco Academy</i> , <i>A+ Academy</i> , <i>Digital Media</i> , <i>Video Production</i> , and <i>Computer Science</i> to support the	Daily 8/13/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services Directors, Ed. Tech. Coord., Ed. Tech Cert. Class. Tech Data	\$120,000 \$25,000 \$50,000	Gen, Fund Grants & Partner- ships

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
instruction and assessment of grade level E/RLA standards.		Base Support, Site Admin K-12		
(n) Continue to implement the District 2012-2016 Technology Plan including professional development, data base support, support with internet connectivity, virtualization project, media streaming, security system, and modernization.	Daily 8/13/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services Directors K-12, Ed. Tech., Coord., Ed. Tech Cert. support	\$2,322,000 (Yr. 1), \$1,422,000 (Yr. 2) \$372,000 (yr 3) \$342,000 (yr.4)	Gen, Fund Title II, Microsoft Vouchers, ERATE Measure H, Mod. Funding
(o) Train teachers by grade level along with principals to know and understand grade level ELA CCSS standards-based instruction.	Mar.-June 2013: 3/21, 3/27, 4/25, 5/2, 5/17 2013-14: 8/15, 9/23, 1/6, 4/4; also, by site in monthly dept. mtgs. 2014-16: TBD between Aug.-Sept; also, by site in monthly dept. mtgs.	Asst. Supt. Ed. Services Dirs., Coord. Ed. Assess., Site Admin K-12	\$3,000	Title I

**Goal IB Proficiency in Mathematics:**

- **The district will achieve its 2012-2013 AYP AMO target in Mathematics of 89.1% proficient and above by meeting it through Safe Harbor from 63.8% to 66.9% proficient or above overall.**
- **All students will attain proficiency or above in mathematics by 2013-2014 through Safe Harbor.**
  1. **Strategy: Instructional Materials**  
Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement and monitor the daily effective use of all district adopted standards-aligned math core and interventions for all students including ELs and SWDs K-12 using Scott Foresman Addison Wesley <i>enVisionMath California</i> K-5, Holt, Rinehart, Winston <i>California Mathematics Course 1</i> gr.6, Pearson Prentice Hall <i>California Pre-Algebra</i> gr.7, Pearson Prentice Hall <i>California Algebra 1</i> gr. 8 and the intensive intervention math programs Harcourt School Publisher <i>California Fast Forward</i> , ALEKS Inc, <i>ALEKS</i> in gr. 4-7, Pearson Prentice Hall <i>Algebra Readiness</i> in gr.8-10, and AGS Publishing <i>Pre-Algebra</i> gr. 9.	Daily 8/19/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12, Math Teachers	NA	
(b) Purchase and implement replacement & fill-in materials for core using Scott Foresman Addison Wesley <i>enVisionMath California</i> K-5, Holt, Rinehart, Winston <i>California Mathematics Course 1</i> gr.6, Pearson Prentice Hall <i>California Pre-Algebra</i> gr.7, Pearson Prentice Hall <i>California Algebra 1</i> , gr. 8 and the intensive intervention math programs Harcourt School Publisher, <i>California Fast Forward</i> , ALEKS Inc, <i>ALEKS</i> in gr. 4-7, Pearson Prentice Hall <i>Algebra Readiness</i> in gr.8-10, AGS Publishing <i>Pre-Algebra</i> gr. 9.	Purchase: 7/1/13, 2014, 2015, 2016 Implement daily: 8/19/13 2014, 2015, 2016	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12	\$171,000	IMFR
(c) Monitor daily instructional time for core math instruction through spring and fall review of grade level instructional minutes K-5 and master schedules for 6-12 according to the Academic Program Survey EPC 2.1: Kindergarten 30 minutes, grades 1-5 60 minutes, and grades 6-12 60 minutes or one class period.	Grades K-5 by: 11/8/13, 2/28/14 Grades 6-12 by: 10/18/13, 3/14/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12	NA	

**2. Strategy: Standards-aligned Instruction in Math**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Identify instructional practices and standards for each grade level and course aligned to the Common Core Smarter Balance Assessment (including materials, technology, etc.) and the math framework utilizing classroom teachers and district leadership.	Mar.-June 2013: 3/29, 5/4, 6/19-21 Summer 2013: 7/17-19, 2013-2014: 10/8/13, 1/7/14, 5/6/14 2014-16: TBD between Nov.-June	Asst. Supt. Ed. Services Directors , Site Admin. K-12, Math Teachers	\$20,000	Texas Instrument Grant, EIA
(b) Develop, provide and monitor teacher's use of grade level pacing and curriculum maps guides for math adoptions that align to and teach the Common Core State Standards. (See above for teacher release.)	Develop: Summer 2013 Monitor: daily 8/13/13-6/6/14 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services Directors, Site Admin K-12	\$20,000	Texas Instrument Grant, EIA
(c) Monitor the instruction of math standards through district walk throughs (every trimester for K-5 and quarterly for 6-12) by Ed. Services and principal classroom observations using the district teacher observation checklist and the tablets provided to each site principal. Add specific details to this form on evidence of standards based instruction and effective instructional strategies observed.	Grades K-5 Trimester by: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter by: 10/18/13, 12/20/13, 3/14/14, 6/6/14 wkly. principal classroom walkthroughs	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin. K-12, Math Teachers	NA	
(d) Develop and require the use of a walk through protocol for district staff, principals and teachers to monitor student understanding of CCSS learning objectives for each lesson.	Grades K-5 Trimester by: 11/8/13, 2/28/14, 6/6/14	Asst. Supt. Ed. Services Directors, Coord. Ed.	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	Grades 6-12 Quarter by: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Tech., Site Admin. K-12, Math Teachers		
(e) Monitor daily instructional time for core math instruction through spring and fall review of grade level instructional minutes K-5 and master schedules for 6-12 according to the Academic Program Survey EPC 2.1: Kindergarten 30 minutes, grades 1-5 60 minutes, and grades 6-12 60 minutes or one class period.	Grades K-5 by: 11/8/13, 2/28/14 Grades 6-12 by: 10/18/13, 3/14/14	Asst. Supt. Ed. Services Directors, Site Admin. K-12	NA	
(f) Purchase and implement a new student achievement data management system designed to deliver formative and summative math data reports in a timely manner that is easily accessed and used by staff including district and site administrators and teachers.	Purchase: June 2014 Implement: August-June 2014-15, 2015-16	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin. K-12	\$140,000	General Fund
(g) Continue middle school math teacher training with the <i>Texas Instruments Math Forward NSpire</i> calculators along with monthly coaching.	Mar.-June 2013: 3/29 2013-14: Training: 9/16, 9/17, 10/21, 10/22, 2/3, 2/4 Coaching: 9/18-20, 9/30- 10/4, 10/23-25, 11/18-20, 2/5-7, 3/24-27	Asst. Supt. Ed. Services, Dir. 6-12., Site Admin. 6-8, Middle School Math Teachers	\$100,000	Title I
(h) Continue to provide access to technology for teachers and students with desktop/laptops in classrooms, document readers, <i>ALEKS</i> math intervention program, <i>Texas Instruments Math</i>	Daily 8/13/13-6/6/14	Asst. Supt. Ed. Services Directors,	\$100,000	Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<i>Forward NSpire</i> calculators for all students in middle school math classes.	2014-15 2015-16	Coord. Ed. Tech., Site Admin. K-12, Math Teachers		
(i) Expand to all schools and monitor the use of formative and benchmark assessments including the Northwest Evaluation Association tests (NWEA), and PBAs to monitor student progress toward grade level proficiency in math gr. K-12.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. of Ed. Services monitors site use Site Admin. K-12 monitors teacher use	\$50,000	EIA
(j) Continue to use student achievement data to place middle school students into math classes based on that data. Begin using student achievement data to place high school students in math courses based on that data.	March, August Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, 6-12 Dir., Site Admin. 6-8, Math Teachers	NA	
(k) Require data teams (grade/course level PLCs) to analyze student proficiency of grade level math standards on district benchmarks and formative assessments.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin. K-12, Math Teachers	NA	
(l) Provide administrator training focused on instructional leadership for the implementation of the new CCSS following the district implementation plan timeline and determination of the district's direction regarding traditional or integrated math CCSS at the secondary level.	Mar.-June 2013: Admin. Training 4/3/13 Secondary Math Comm.	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin. K-12	\$5,000	Title II

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	3/12, 4/2, 4/30, 5/14 2013-14: Admin. Training 8/7, 10/2, 11/6, 11/19, 11/20, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7 Secondary Math Comm. 11/19, 1/28, 4/29 2014-16: TBD between Aug—June (monthly)			
(m) Train district and site administrators and teachers to use the data from math standards- aligned formative and summative assessments to make instructional decisions.	Mar.-June 2013: 3/1, 4/4, 6/13 2013-14: 8/9, 8/14, 9/9, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services Dirs., Coord. Ed. Tech., Coord. Ed. Assess., Site Admin. K-12, Math Teachers	\$5,000	Title II
(n) Monitor PLC meetings for use of data and discussion of sharing of best practices to deliver math standards aligned instruction. Require minutes from meetings be submitted to principal for review and comment.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin. K-12, Math Teachers	NA	

**Goal IC Proficiency for High Priority Students:**

- The district will achieve its 2012-2013 AYP AMO target in ELA of 89% proficient and above by meeting it through Safe Harbor increasing it from 47.2% to 51.7% proficient or above for SED and from 39.4% to 44.3% proficient or above for SWD.
- The district will achieve its 2012-2013 AYP AMO target in Mathematics of 89.1% proficient and above by meeting it through Safe Harbor by increasing it from 48.6% to 53.0% proficient or above for SED and from 42.3% to 46.9% proficient or above for SWD.
- All high priority students will meet proficiency or higher in reading/language arts and mathematics by 2013-2014 through Safe Harbor.

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

**1. Strategy: Strategic and Intensive Interventions**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide, at every site, additional 30 minutes daily instructional time for all students K-5 including ELs and SWDs who are identified for additional support in E/RLA using the current district adopted, standards-based, basic core program and ancillary materials from the core program for universal access for strategic learners.	Daily 8/13/13-6/6/14  2014-15 2015-16	Asst. Supt. Ed. Services Directors, Site Admin. K-5, R/ELA Teachers	NA	
(b) Use assessments (NWEA and PBAs) and placement criteria to determine the R/ELA instructional needs of strategic learners and the intensity of support.	March, August Master schedules 2013-14, 2014- 15, 2015-16	Coord. Ed. Assess., Site Admin. K-5, R/ELA Teachers	\$50,000	EIA
(c) Provide additional in class small group support to high priority students at the gr.1 and 2 levels with a reading intervention specialist (RIS) teacher daily.	Daily 8/13/13-6/6/14 2014-15 2015-16	Asst. Supt. Ed. Services, K-5 Dir., Site Admin. K-5, RIS Teachers	\$565,632	Title II Title III
(d) Provide and monitor sufficient two period core plus support R/ELA classes at all middle (6-8) and high schools (9-12) for	Daily 8/13/13-6/6/14	Asst. Supts. HR and Ed. Services	NA	



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
appropriate strategic learners including ELs and SWDs who at middle school are within two years of grade level reading and at high school demonstrating proficiency at or above the grade six ELA standards but failing to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE.	March, August Master schedules 2013-14, 2014-15, 2015-16	Directors, Site Admin. 6-12, R/ELA Teachers		
(e) Use assessments (NWEA) to determine the R/ELA instructional needs of strategic learners and the intensity of support. Monitor middle school master schedules to determine if sufficient support classes are offered for strategic students.	March, August Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, K-12 Directors, Site Admin. K-8, R/ELA Teachers	\$50,000	EIA
(f) Purchase and provide an intensive reading intervention program for all grade 4-5 students including ELs and SWDs who are more than two years below grade level at all schools in the district serving gr. 4-5 students. Use assessments (NWEA and PBAs) and placement test and criteria from the chosen program to determine placement.	Jan. 2014: Pilot June 2014: Purchase Aug. 2014: Train teachers & implement materials	Asst. Supt. Ed. Services Directors, Site Admin. K-5, R/ELA Teachers	\$10,000	EIA/SCE
(g) Fully implement the district adopted Scholastic <i>READ 180</i> program at gr. 6-12 for all students including ELs and SWDs identified for intensive reading intervention support. Monitor to ensure there are sufficient reading intervention classes with two periods at grades 6-8 and at grades 9-10 for all appropriate intensive learners reading two or more years below grade level at 7-8 and reading below 6 <sup>th</sup> grade at 9-10.	Daily 8/19/13-6/6/14 March, August Master schedules 2013-14, 2014- 15, 2015-16	Asst. Supt. Ed. Services, 6-12 Director, Site Admin. 6-12, R/ELA Teachers	NA	
(h) Provide and monitor sufficient CAHSEE intervention classes during the day for 11 <sup>th</sup> -12 <sup>th</sup> grade students who have not passed the CAHSEE ELA.	Daily 8/19/13-6/6/14 March, August Master schedules 2013-14, 2014- 15, 2015-16	Asst. Supts. HR and Ed. Services, 6-12 Director, Site Admin. 9-12, R/ELA Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(i) Provide and monitor use of additional 15-30 minutes of instructional time within the school day for K-5 students including ELs and SWDs identified for strategic support in math, using the current district adopted, standards-based, basic core program and ancillary materials. Use assessments (NWEA and PBAs) and placement criteria to determine the instructional needs of strategic learners and the intensity of support.	Daily 8/19/13-6/6/14 March, August, January, Master schedules 2013-14, 2014- 15, 2015-16	Asst. Supt. Ed. Services Directors, Site Admin. K-5, Math Teachers	\$50,000	EIA
(j) Fully implement and monitor the math intervention adoptions Harcourt <i>Fast Forward</i> and ALEKS Inc. <i>ALEKS</i> in addition to core math time for grades 4-5 with 15-30 minutes in addition to 60 minutes of core math and grades 6-7 with one additional period of daily instruction as designed to support the needs of all students including ELs and SWDs.	Daily 8/19/13-6/6/14 March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services Directors, Site Admin. K-8, Math Teachers	NA	
(k) Monitor number of sufficient math interventions for all appropriate students two or more years below grade level at each site through spring and fall review of grades 4-5 class schedules at all elementary sites and the grades 6-8 master schedule at middle schools. Use student achievement data to ensure the appropriate placement for students in math classes.	March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, Directors, Site Admin. K-8, Math Teachers	NA	
(l) Provide and monitor sufficient math intervention classes with one additional period (plus core) at grades 8-10 one period of algebra readiness for all appropriate intensive learners two or more years below grade level at 6-8 and below the 7 <sup>th</sup> grade at 9-10. Use assessments and placement criteria to determine the instructional needs of intensive learners and the intensity of support.	Daily 8/19/13-6/6/14 March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supts. HR and Ed. Serv., 6-12 Director, Site Admin. 6-12, Math Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(m) Continue to monitor middle school & high school master schedules in the spring and fall to determine if sufficient math intervention classes are offered for all appropriate intensive students. Use student achievement data to place students in high school math courses to be sure that students are appropriately placed.	March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supts. HR and Ed. Serv., 6-12 Director, Site Admin. 6-12, Math Teachers	NA	
(n) Provide and monitor sufficient CAHSEE intervention classes during the day for 11-12 grade students who have not passed the CAHSEE Math.	Daily 8/19/13-6/6/14 March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supts. HR and Ed. Serv., 6-12 Director, Site Admin. 9-12 Math Teachers	NA	
(o) Expand the <i>On Track</i> high school graduation program to all district high schools.	Daily 8/19/13-6/6/14	Asst. Supt. Ed. Services, 6-12 Dir., Coord. Assess., Site Admin. 9-12	NA	
(p) Develop a plan (Director of Secondary Ed. and high school principals) to increase the graduation rate. Outline a district wide approach to increase graduation rate by monitoring: students not on track to graduate, credit recovery, grades, attendance, and students not passing CAHSEE.	October 2013: Develop plan Implement: November-June 2013-14 2014-15, 2015-16	Asst. Supt. Ed. Services, 6-12 Director Secondary, Site Admin. 9-12	NA	
(q) Monitor the progress of high priority students more frequently than students on target to master grade level standards and write SMART goals in collaborative meetings to ensure a focus on their needs.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13,	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, Math Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	12/20/13, 3/14/14, 6/6/14			
(r) Continue to provide school choice and provide SES services for students in need of additional tutoring at Program Improvement schools who are at PI Year 2 and above. Currently 317 students are being served by 5 SES providers at 4 PI schools.	Choice: 8/19/13-6/6/14 SES: October 2013- March 2014	Asst. Supt. Ed. Services Directors, Site PI Admin. K-5	\$303,928	Title I
(s) Continue to provide support for Homeless students through the coordination of services with community agencies, ensure enrollment in school, and assist with transportation to and from school. Collect achievement data on Homeless students and monitor their progress in ELA and math.	8/19/13-6/6/14 Monitor: Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Homeless Liaison	\$30,000	Title I
(t) Continue to provide a migrant student program in coordination with SCCOE. (See Goal 2G Migrant Plan pages 59-63.)	8/19/13-6/6/14 summer school	EL/Migrant Specialist, Migrant Recruiter/Liaison, ELD Teachers, PreK Teacher	\$182,266 Program expenses	Migrant

**Proficiency for Students with Disabilities**

**1. Strategy: Teacher Collaboration**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to provide weekly collaboration time district wide for each site and continue to include teachers of SWD students in that collaboration.	Weekly 8/19/13-6/6/14 2014-15 2015-16	Asst. Supt. Ed. Services, Site Admin. K-12, Gen. and Spec. Ed. Teachers	NA	

<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
(b) Continue to ensure that SDC and RSP teachers are included as a permanent member of a collaborative team that most closely matches the needs of the students they serve.	Weekly 8/19/13-6/6/14 2014-15 2015-16	Site Admin. K-12, Gen. and Spec. Ed. Teachers	NA	
(c) Continue to include all teachers of SWD students in all professional development that relates to the content and to the needs of the students they serve.	8/19/13-6/6/14 2014-15 2015-16	Directors, Site Admin. K-12, Spec. Ed. Teachers	NA	
(d) Train both general ed. and special ed. teachers in an inclusion model of instruction. Provide on-going support and time for general ed. and special ed. teachers who are working collaboratively to meet and plan instruction.	1/6/14, 12/19/14	Sp. Ed. Directors, Site Admin. K-12, Spec. Ed. Teachers	NA	
(e) Build common prep period time into the master schedule at all secondary schools for general ed. and special ed. teachers who teach the same content and/or students in order for these teachers to collaborate.	March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Site Admin. 6-12, Spec. Ed. Teachers	NA	

## **2. Strategy: Academic Support**

**Provide academic support to meet the specific needs of SWDs in the core instructional program.**

<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
(a) Ensure that the first placement consideration for SWD students K-12 is core R/ELA and math instruction or core with strategic or intensive support as needed to master grade level standards as prescribed in the individual education plan (IEP) of each student.	March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	
(b) Provide special accommodations or modifications for SWD students K-12 to enable them to participate successfully in the core R/ELA or math classrooms as appropriate.	Daily 8/19/13-6/6/14 2014-15,	Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(c) Monitor implementation of district expectations for instructional strategies (academic vocabulary, student engagement, direct instruction) for SWDs using the district classroom observation form for walk throughs.	2015-16 Monitor: Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	
(d) Investigate the large increase in the identification of SWD students in the district (currently 17%) to ensure that proper criteria are being used to identify students for special ed. services.	Spring- Fall 2013	Asst. Supt. Ed. Services, Directors, Spec. Ed. Teachers	NA	
(e) Train general ed. teachers in accommodations and modifications strategies to support all learners in R/ELA and math including SWD students K-12 in the regular instructional setting.	1/6/14, 12/19/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	
(f) Provide IEP training to all staff to ensure accuracy of IEP documentations required to meet 'P' count reporting.	8/5/13	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	
(g) Continue to provide the RSP Leveled Literacy Intervention reading program at the elementary level currently in place and the workshop model pilots at the secondary level.	Daily 8/19/13-6/6/14 2014-15, 2015-16	Asst. Supt. Ed. Services Directors, Site Admin. K-5, Gen., Spec. Ed. Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(h) Monitor the progress of SWD students in meeting grade level proficiency in R/ELA and math more frequently than students on target to master grade level standards and write SMART goals in collaborative meetings to ensure a focus on their needs.	Monitor: Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services Directors, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	
(i) Train all staff on the Student Success Team process.	1/6/14	Asst. Supt. Ed. Services Directors, Site Admin. K-12, Gen., Spec. Ed. Teachers	NA	

**Proficiency for English Learners (See Goal 2 pages 49-74)**

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

- In 2012-2013, 2013-2014, 2014-2015 teachers will be trained to implement effective standards-aligned instruction and improvement strategies and collaboration opportunities to use formative assessment to make instructional decisions as documented in professional development agendas and participant logs.
- In 2012-2013, 2013-2014, 2014-2015 administrators will support and monitor teachers in using effective standards-aligned curriculum and instructional strategies plus use of collaboration time as evidenced in observational documents.
- In 2012-2013, 2013-2014, 2014-2015 the district will transition to CCSS including moving to use of CCSS materials as available as evidenced through the monitoring of their CCSS Implementation Plan.
  1. **Strategy: PD for Teachers**  
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Train all teachers (K-5) and those assigned to teach English language arts (6-12) in the use of their instructional materials for core and/or the intensive reading intervention program in ELA based on their assignment for daily and consistent implementation in all classrooms.	Grades K-5: 8/16,10/8,14,17,22, 24,29/2013,1/7/2014 Grades 6-12: Mar.-June 2013, 5/21 2013-14: 8/19-9/13, 9/24, 4/4 2014-16: TBA Aug.-Sept, and quarterly mtgs.	Asst. Supt. Ed. Services, Directors K-12	\$5,000	Title II
(b) Train all teachers (K-5) and those assigned to teach mathematics (6-12) in the use of the standards aligned instructional materials for core and/or intervention programs in mathematics based on their assignment for daily and consistent implementation in all classrooms.	2012-2013: 6/12, 8/16, 11/1,12/9; 2013 1/10, 2/12, 10/10, 10/24	Asst. Supt. Ed. Services, Directors K-12,	\$5,000	Title II
(c) Continue middle school math teacher training with the <i>Texas Instruments Math Forward NSpire</i> calculators along with monthly coaching.	Mar.-June 2013: 3/29 2013-14: Training: 9/16, 9/17, 10/21, 10/22, 2/3, 2/4 Coaching: 9/18-20, 9/30-10/4, 10/23-25, 11/18-20, 2/5-7, 3/24-27	Asst. Supt. Ed. Services, Dir. 6-12, Site Admin. 6-8, Middle School Math Teachers	\$100,000	Title I
(d) Provide additional training for all teachers K-12 in how to implement an instructional program for ELs including strategies to differentiate instruction and the use of effective instructional strategies to support EL learners.	Grades K-5 Began Sept. 2013: 9/5,6/13,10/7,10/13 Fall 2014 Grades 6-12 2013- 16: Aug, Sept, Jan, Apr. by site in monthly	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, Coaches, RIS Teachers, EL Facilitators	\$565,632  \$282,000	Title II Title III  EIA/LEP



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	dept. meetings; external trainings			
(e) Provide professional development on the new English Language Development Standards and Proficiency Level Descriptors. In addition, prepare to implement the new ELD state assessment.	2013-14: Fall 2014 1/6, 4/4 2014-16: Aug.-June Prepare for Assess: 2014-15: May 2015-16: Aug.-Apr.	Asst. Supt. Ed. Serv., ELD Manager, Coord. Assess.	NA	
(f) Provide training for teachers K-12 in how to support SWD students including how to differentiate instruction and include SWD students into the regular classroom setting with training for the general and special education teachers involved in an inclusion program with co-teaching.	1/6/14, 12/19/14	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, SE RIS Coaches, RIS Teachers	\$200,000  \$175,000 \$565,632	Title II  Sp. Ed. Title II Title III
(g) Develop a process through the Human Resources Department to track and monitor K-12 teacher and administrator professional development with an accountability system for implementing the knowledge and skills learned.	8/2013-6/2014 8/2014-6/2015 8/2015-6/2016	Asst. Supt. HR	NA	
(h) Provide the necessary training for teachers to implement full and effective use of classroom technology in standards-aligned instruction according to the District Technology Plan.	8/2013-6/2014 8/2014-6/2015 8/2015-6/2016 Dates TBD	Asst. Supt. Ed. Services Coord. Ed. Tech., Coord. Assess.	\$50,000	PI Funding

## 2. Strategy: Professional Collaboration Time

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide weekly or twice monthly collaboration time for all teachers K-12 to effectively evaluate student performance based	Weekly/Twice monthly	Asst. Supt. Ed. Services,	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
on summative and formative assessments and plan next instructional steps.	8/19/13-6/6/14 2014-15, 2015-16	Principals		
(b) Continue to ensure that all teachers of high priority students including teachers of SWD students are included in weekly collaborative teams.	Weekly/Twice monthly 8/19/13-6/6/14 2014-15 2015-16	Principals	NA	
(c) Provide all teachers K-12 with in-depth training in data analysis, the district data system and how to use data during collaborative meetings.	Mar.-June 2013: 4/4, 6/13 2013-14: 8/14, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Assess.	\$5,000	Title II
(d) Provide teachers and site administrators on-going training in effectively analyzing data from common standards-based assessments using a district wide protocol process that is monitored at all sites.	Mar.-June 2013: 3/1, 3/13, 4/4, 6/13 2013-14: 8/14, 9/9, 9/10 2013-16: TBD between Aug—June	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Assess.	\$5,000	Title II
(e) Train principals to lead their staffs in the development and use of site based formative assessments to gain valuable information for use during collaboration.	Mar.-June 2013: 3/1, 3/13, 4/4, 6/13 2013-14: 8/14, 9/9, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Assess.	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Train principals and teachers how to effectively use the district data system through an intensive professional development program to include increasing their abilities to navigate the system, generate reports, disaggregate data, and produce and score standards-aligned common assessments.	2013-14: 8/29, 9/3, 9/4, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Assess.	NA	
(g) Adopt a common formative/summative assessment system to monitor EL student acquisition of English and to enhance dialogue among teachers and principals about the progress of EL students. Data should be organized for a beginning, mid and end of year EL review.	Mar—June 2013: 3/5 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Coord. Assess.	TBD	Title III
(h) Address the instructional rigor of ELD instruction and monitor EL student progress in attaining English through a district identified formative assessment. Corroborate the results of individual CELDT subtest scores with other key indicators before making instructional decisions for students. Identify the high quality instructional practices that support English language acquisition and to what extent teachers use these practices.	8/13-6/14: Continue Fall 2014 Formative Assess & CELDT/Key Indicators: 2014-16 Jan.-Apr. HQ Instruction: 2013-16: Apr.-June	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, Coaches, ELD/Migrant Mgr. EL Facilitators	\$282,000	EIA/LEP
(i) Provide EL teachers additional advanced training in the use of assessment results to plan and deliver the appropriate instructional response to support students who are not learning.	Fall 2014 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, SE RIS Coaches	\$200,000	Title II
(j) Train principals to monitor and support effective weekly teacher collaboration time.	2013-14: TBD between Jan.-June 2014-16: TBD between	Asst. Supt. Ed. Services, K-12 Dirs.	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	Aug.-June			
(k) Provide and require all principals to participate in the district principal professional development training where district benchmarks are analyzed and discussed.	Mar.-June 2013: 3/1, 3/13, 4/4, 6/13 2013-14: 8/14, 9/9, 9/10 2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services	NA	
(l) Use student achievement data to guide placement decisions for middle and high school students into math classes.	March, August, January, Master schedules 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, K- 12 Dirs., Principals, Counselors	NA	

**3. Strategy: PD for Administrators**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide district leadership training for administrators in how to develop and deliver a district wide focused approach that provides coherence between, instruction, assessment and intervention aligned to student performance data.	2013-14: 8/16,10/8,14,17, 22, 24, 29 2013; 4/4 2014 2014-16: TBD between Oct.- Mar.	Asst. Supt. Ed. Services, K- 12 Directors	NA	
(b) Provide all principals with in-depth training on the correct and full use of all adopted ELA and mathematics programs including interventions to ensure that they can support teachers and monitor instruction of grade level standards.	2013-14: 8/16,10/8,14,17, 22, 24, 29 2013; 4/4 2014	Asst. Supt. Ed. Services, K- 12 Directors	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	2014-16: TBD between Oct.- Mar.			
(c) Refine, train, and require use of the district classroom walk-through form adding more detail so that principals and district administrators are able to record detailed data on the degree of implementation of effective instructional strategies.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, K- 12 Directors	NA	
(d) Provide additional training for site principals in how to implement and monitor the instructional program for ELs including strategies to differentiate instruction and increase the use of effective instructional strategies to support EL learners. Monitor instruction to ensure that EL students produce academically aligned oral and written language for at least 80% of an ELD class period.	Grades K-5 Began Sept. 2013: 9/5,6/13,10/7,10/13 Fall 2014 Grades 6-12 2013- 16: Aug, Sept, Jan, Apr. by site in monthly dept. meetings; external trainings	Asst. Supt. Ed. Services, K- 12 Directors, ELD/Migrant Mgr.	NA	
(e) Provide training for site principals in how to support SWD students (particularly at the secondary level) including how to differentiate instruction and include SWD students in the regular classroom setting with training for the general and special education teachers involved in a inclusion program with co-teaching.	1/6/14, 12/19/14	Asst. Supt. Ed. Services, K- 12 Directors, Sp. Ed. Dir.	NA	
(f) Provide Data Team Training to all district Curriculum and Instruction staff, principals and teams of teachers from each site to build the districts capacity in understanding and using data to make instructional decisions.	2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, K- 12 Directors, Coord. Ed. Tech., Coord. Assess., Site Admin., Teachers	\$50,000 New Directions	PI Funding

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(g) Train principals to monitor the use of data by teachers and require minutes from collaborative meetings. Train district administrators how to monitor and support principal use of data on an on-going basis.	2013-16: TBD between Aug.-June	Asst. Supt. Ed. Services, K- 12 Directors, Coord. Ed. Tech., Coord. Assess.	NA	
(h) Continue to seek Mild to Moderate and Moderate to Severe teachers who hold additional core subject credentials to allow for strong content areas instruction.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Human Resources, Site Admin., Dir. of Special Ed.	NA	

**4. Strategy: Preparing for Transition to CCSS**

**Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Develop a district wide Common Core State Standards (CCSS) implementation plan that addresses the needs of all district staff including classified and certificated staff with a timeline for implementation of each step based on the state timeline.	Finalize by 1/15/14	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin K-12	NA	
(b) Provide teachers and principals training on the new Math Framework for CCSS.	Nov. 2013- Jan. 2014	Asst. Supt. Ed. Services, Directors	NA	
(c) Use district adoption policy to review, pilot, and purchase new Math CCSS materials after available January 2014.	Jan. 2014-May 2015	Asst. Supt. Ed. Services, Directors	NA	
(d) Provide teachers and principals training on the new ELA Framework for CCSS.	May-Oct. 2014	Asst. Supt. Ed. Services, Directors	NA	
(e) Use district adoption policy to review, pilot, and purchase new CDE-approved ELD Supplemental materials after available June 30, 2014.	July 2014-June 2015	Asst. Supt. Ed. Services, Directors	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Using expert teacher teams adopt, purchase, train staff, implement and monitor effective use of coherent instructional materials, as available, aligned to Common Core State Standards (CCSS) in math including interventions for grades K-12 for all students including ELs and SWD.	May 2015 Summer 2015 Fall 2015	Asst. Supt. Ed. Services Directors, Site Admin. K-12	TBD	TBD
(g) Adopt, purchase, train staff, implement and monitor effective use of coherent instructional materials, as available, aligned to Common Core State Standards (CCSS) in ELA including interventions for grades K-12 for all students including ELs and SWD.	May 2016 Summer 2016 Fall 2016	Asst. Supt. Ed. Services Directors, Site Admin. K-12	TBD	TBD
(h) As criteria for selection of new CCSS aligned RLA materials look for comprehensive coherent R/ELA adoptions that are inclusive of all components of a balanced English Language Arts program of instruction.	Fall 2017- May2018	Asst. Supt. Ed. Services Directors, Site Admin K-12	NA	
(i) Continue district's professional development on the CCSS standards with high school teachers of ELA, history, science, and CTE as they write curriculum guides.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Director 6-12	NA	
(j) Continue middle school math teacher training with the <i>Texas Instruments Math Forward NSpire</i> calculators along with the Stanford University training in CCSS lesson design and monthly coaching.	Mar.-June 2013: 3/29 2013-14: Training: 9/16, 9/17, 10/21, 10/22, 2/3, 2/4 Coaching: 9/18-20, 9/30- 10/4, 10/23-25, 11/18-20, 2/5-7, 3/24-27	Asst. Supt. Ed. Services, Dir. 6-12, Site Admin. 6-8, Middle School Math Teachers	\$100,000	Title I Texas Instrument Grant
(k) Continue to provide CCSS training for elementary math teachers.	Fall 2014	Asst. Supt. Ed. Services, Dir. K- 5, Site Admin. K- 5, Math Teachers	\$100,000	Texas Instrument Grant

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(l) Provide administrator training focused on instructional leadership for the implementation the new CCSS following the district implementation plan timeline and determination of the district's direction regarding traditional or integrated math CCSS at the secondary level.	2013-2014: SMART Board training 10/2, 12/14/13, 4/2/14 August 2014: Training SMART Board tablet and other technologies as needed TBD	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin. K-12	\$5,000	Title II
(m) Continue to provide training in the vocabulary of the CCSS to all teachers and principals K-12.	Mar.-June 2013: 3/29, 4/30 2013-14: 8/15, 9/4, 9/23, 10/16, 11,23, 11/27 2013; 1/6, 4/4 2014; also, by site in monthly dept. mtgs.	Asst. Supt. Ed. Services, Directors K-12	NA	
(n) Restructure the standards based grading program, <i>Pinnacle</i> , and elementary standards based report card to match CCSS.	Spring 2014-15	Asst. Supt. Ed. Services, Coord. Ed. Tech., Coord. Ed. Assess., Site Admin. K-12	NA	
(o) Make certain that all sites have the technology and training to collect all additional student data required by new state mandates and that can complete the Smarter Balanced Assessments	Spring 2014	Asst. Supt. Ed. Services Directors, Coord.	\$50,000	PI Funding



<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
aligned to the Common Core State Standards.		Ed. Tech., Site Admin. K-12		
(p) Develop and implement plan for Spring 2014 Field Testing of summative assessments- Smarter Balanced Assessments.	Jan. 2014 April 2014	Asst. Supt. Coord. Assessment	TBD	TBD
(q) Develop and implement plan for Spring 2015 operational summative assessments- Smarter Balanced Assessments.	Jan. 2015 April 2015	Asst. Supt. Coord. Assessment	TBD	TBD
(r) Provide training to all elementary, MS & HS science teachers on the Next Generation Science Standards.	Spring 2014	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin. K-12	NA	NA
(s) Provide training to all staff on the new ELD Standards and Performance Indicators.	Spring 2014	Asst. Supt. Ed. Services Directors, Coord. Ed. Tech., Site Admin. K-12	NA	NA

**Goal IE Implementation and Monitoring:**

- In 2012-2013, 2013-2014, 2014-2015 the district will involve staff, parents and community groups in academic improvement strategies as evidenced through board and meeting agendas.
- In 2012-2013, 2013-2014, 2014-2015 the district will articulate to staff and parents educational services available at pre-school, elementary, middle and high school, as well as post-secondary options as evidenced by completion of expected district and site communication activities.
- In 2012-2013, 2013-2014, 2014-2015 the district will effectively support and monitor all programs to ensure student achievement as evidenced by board reports and agendas for staff and parent meetings.

**1. Strategy: Parent and Community Involvement**

Involve and engage staff, parents, and community groups in academic improvement strategies.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide all staff with information annually on the performance of District's students district wide and by school site on the CST, CMA, CAPA, CAHSEE and CELDT and the new Smarter Balance Assessment results as they become available.	Sept.-May annually 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dirs., Site Admin.	NA	
(b) Provide parents with information annually on the performance of their child on the CST, CMA, CAPA, CAHSEE and CELDT and the new Smarter Balance Assessment results as they become available.	Sept.-May annually 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dirs., Site Admin., Teachers	NA	
(c) Provide parents information on the progress of their child(ren) through fall and spring parent conferences and through report cards aligned to state standards.	Aug-June, 3 xs per yr. 2013, 2014, 2015, 2016	Site Admin., Teachers	\$500	General Fund
(d) Provide information to the board of education on the achievement of district students annually when API and AYP data is available and throughout the year as new data is available from district benchmark assessments.	August/Sept. Annually 2013, 2014, 2015, 2016	Supt., Asst. Supt. Ed. Services.	NA	
(e) Continue to require that all sites create and support a School Site Council (SSC) to help develop, support and monitor the activities supported through categorical funds as outlined in the school's Single Plan for Student Achievement focused on student achievement.	Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services., Site Admin., Teachers	NA	
(f) Continue to fund the Community Liaisons as translators and a Parent Involvement Coordinator to help engage parents in the education of their children. Hold a minimum of 10 parent education meetings per year.	Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services., Comm. Liaisons Parent Ed. Coord.	\$85,965 \$15,196	Title III Title I
(g) Continue to support a district Migrant Parent Ed. Group PAC, DELAC for parents of EL students and a CAC committee for parents of SWD students.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dirs., Comm. Liaison, Translators	\$85,965 \$15,196	Title III Title I
(h) Continue to provide Parent Education opportunities at the district and site level including for example: What Are the Common Core State Standards? Raising Resilient Children, Helping Your Child	Aug.-June 2013-14 2014-15	Asst. Supt. Ed. Services, Dirs., Comm. Liaison,	\$85,965 \$15,196	Title III Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Learn at School, Child Nutrition, Autism and Parents Saturday Pre-School.	2015-16	Translators, Site Admin.		
(i) Continue to work with the local PTA to provide district wide parent trainings on issues on relevance including the academic success of all students in the district.	Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services., Site Admin., Comm. Liaison	NA	
(j) Continue to foster partnerships with organizations throughout the community including for example: Intel, Kaiser Permanente, Silicon Valley Education and Community Foundations, Hewlett Packard, Stanford University, SJSU, Cal State East Bay, St. Mary's, Texas Instruments, San Jose Mercury News, Rotary and Lions Club.	Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services., Site Admin., Comm. Liaison	NA	
(k) Continue to provide parents access to the KUDER navigation system on the district website to allow parents to access student results and utilize the Global Connect system which allows for district information to be communicated to families in several languages.	Aug.-June, 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services., Site Admin., Comm. Liaison	NA	
(l) Provide parents with opportunities to give input into the LEA Plan for 2013-2016 at the district level through participation in the DAS, ELSSA, and ISS, and at the site level through the SSC process.	DAS 12/3/12 ISS 12/4/12 ELSSA 1/23/13 Migrant Ed 1/23/13 Site SSCs Jan.-Mar. 2013	Supt., Asst. Supt. Ed. Services., Dirs., Site Admin., Comm. Liaison, EL Specialist, Translators	NA	
(m) See 2E and 2F below for additional parent involvement activities specific to the needs of English Learners.				

**2. Strategy: Articulation Among Educational Levels**

**Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Plan and implement a transition program from Pre-school to Kindergarten to ensure that students and parents are prepared for this change in educational setting and to communicate and articulate program goals from one level to the next.	Plan: May 2013, 2014, 2015, 2016 Implement: August 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(b) Plan and implement a transition program from Transitional Kindergarten to Kindergarten and Kindergarten to grade 1 to ensure that students and parents are prepared for this change in educational setting and to communicate and articulate program goals from one level to the next.	Plan: May 2013, 2014, 2015, 2016 Implement: August 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(c) Plan and implement a transition program from elementary to middle school to ensure that students and parents are prepared for this change in educational setting and to communicate program goals from one level to the next. Plan for an on-site visit for grade 5 students to help them acclimate to middle school.	Plan: May 2013, 2014, 2015, 2016 Implement: August 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(d) Continue to share end of year assessment data in R/ELA and math from elementary to middle school to ensure proper placement of students in middle school classes.	May-June 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(e) Plan and implement a transition program from middle school to high school to ensure that students and parents are prepared for this change in educational setting and to communicate and articulate program goals from one level to the next. Plan for an on-site visit for grade 8 students to help them acclimate to high school.	May 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(f) Continue to share end of year assessment data in R/ELA and math from middle school to high school to ensure proper placement of students in high school classes.	May- June, 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(g) Provide opportunities for high school students to visit college campuses and Career Technical Education programs to be fully informed about post graduation options for continued education.	Fall 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin., Teachers	NA	

**3. Strategy: Program Monitoring**  
**Monitor program effectiveness.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Monitor instructional program effectiveness annually through the analysis of summative student performance and mastery of grade level standards in R/ELA and math by reviewing STAR, CELDT, and CAHSEE data in cabinet meetings, site principal meetings, by teachers in grade level/content PLC teams, and adjust the instructional program accordingly.	Annually August- September 2013, 2014, 2015, 2016	Supt., Asst. Supt. Ed. Services, Directors, Site Admin., Teachers	NA	
(b) Monitor and review effectiveness of the LEA Plan using the summative student academic performance results to ensure that low-achieving students meet the challenging academic standards. Revise the LEA Plan as needed from review of its effectiveness.	June 20, 2013 October 24, 2013 Annually Fall 2014, 2015, 2016	Supt., Asst. Supt. Ed. Services, Directors	NA	
(c) Monitor instructional program effectiveness at least every 6 weeks through the analysis of student performance and mastery of grade level standards in R/ELA and math by reviewing benchmark data in cabinet meetings, site principal meetings, by teachers in grade level/content PLC teams, and adjust the instructional program accordingly.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Supt., Asst. Supt. Ed. Services, Directors, Site Admin., Teachers	\$50,000	EIA
(d) Monitor the instructional program by site visits quarterly by district Educational Services Department using the district walk through form and the tables provided including visits to all classrooms with feedback to the site principal regarding adjustments needed in the instructional program.	Quarterly: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Supt., Asst. Supt. Ed. Services, Directors	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(e) Monitor the instructional program by site principals visits to classrooms weekly using the district walk through form using the tablets and provide feedback to teachers regarding adjustments needed in the instructional program.	Weekly 8/19/13-6/6/14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services, Site Admin., Teachers	NA	
(f) Continue to hold target meetings between the principal and the superintendent and assistant superintendent to discuss site specific student achievement.	2 times per yr. Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services, Site Admin.	NA	
(g) Continue to hold target meetings between site principals and teachers to discuss student specific achievement in R/ELA and math and strategic and intensive intervention support needed.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin., Teachers	NA	
(h) Develop District/Site leadership teams to meet twice each year for Program Improvement Schools in Corrective Action.	Aug.-June 2013-14 2014-15 2015-16 2 times per yr.	Asst Sup. Ed. Serv., Site Princ., Site Leadership Team	NA	
(i) Provide technical assistance to all schools to develop their Single Plan for Student Achievement (SPSA) plan in alignment with the new district LEA Plan. Monitor the approved SPSAs through target meetings (see “f” and “g” above) and regular classroom walkthroughs by district administrators (see “e” above).	May 2013 Sept.-Nov. 2013	Asst Sup. Ed. Serv., Site Princ., Site Leadership Team	\$50,000 New Directions	PI Funding
(j) Provide monthly coaching support for the PI school principals in the effective implementation of instructional programs and monitoring of student learning.	Monthly Sept.-May 2013-14 2014-15 2015-16	Asst Sup. Ed. Serv., Site Princ.	\$50,000 New Directions	PI Funding

**Goal IF Support for Schools in Corrective Action: The district provides technical assistance through additional support and monitoring of the Corrective Action Plans for its schools in PI Year 3 to fulfill all required mandates as evidenced by the annual report to the board of trustees. SCUSD furthermore provides technical assistance through the consulting services of its DAIT provider, New Directions who will work with all PI schools to provide ongoing principal coaching to analyze student academic results, rewrite SPSAs, monitor these plans, and implement all PI mandates as identified for Program Improvement. The district provides technical assistance to its PI schools through comprehensive student data reports through its contract with Key Data Systems, INC.**

**1. Strategy: Support for schools in PI Year 3**

**Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.**

**Montague Elementary School**

**Corrective Action Option(s) Assigned**

Option 6: Restructure the internal organizational structure of the school

**Corrective Action Plan Activities**

- Create Leadership team of grade level leaders and teachers who represent ELs and SWDs.
- Create a template for grade-level time mandates for grade core academic instructional time (per APS) and survey current practices by grade.
- Analyze data from the template and report back to the staff.
- Discuss action steps required to achieve ideal schedules.
- Leadership Team will create and implement a revised daily grade level schedule to allow for time mandates for ELA and Math.
- Examine current interventions in all grades and determine necessary steps to bring grade level instruction into compliance (per APS).
- Use a release day to plan for ELD rotations for next year.
- Provide August PD on the importance of collaboration (back up with research).
- Submit documentation of grade-level collaboration on directed tasks focused on teaching and learning and reviewing student work.
- Discuss in grade level collaboration a communication protocol and come to agreements.
- Develop a program for assessing math fluency weekly or bimonthly and provide incentives for students who improve their scores (Train parents, YMCA, and Extended Learning Staff on math games and appropriate computer programs).
- Request the district to provide a math coach to a lead a professional development meeting (with push-in support perhaps using Title 1).

- **District support of PI Year 3 Montague ES:** Send annual parent notification for choice, provide SES for students, provide ASES funding for site after school program, support Title I principal with additional training and data reports, provide a teacher as a Reading Intervention Support (RIS) three days a week to support students at first and second grades and other teachers, provide additional clerical and administrative support.
- Provide monthly principal coaching support in the effective implementation of instructional programs and monitoring of student learning.

**Scott Lane Elementary School**

**Corrective Action Option(s) Assigned**

Option 2: Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff

Option 6: Restructure the internal organizational structure of the school

**Corrective Action Plan Activities**

- Provide daily ELD instruction through regrouping by CELDT levels and in home class.
- Require specific time dedicated to ELD instruction in groups and in home class.
- Attend and implement learning from professional development sessions that focus on effective strategies for English Learners.
- State (orally and in writing) for students the specific ELD learning objective appropriate for the EL level of the students.
- Rephrase the ELD lesson's learning objective independently or with teacher support
- Allocate time for students to practice and produce spoken English connected to the ELD lesson's learning objective.
- Collect an 'exit ticket' to serve as an informal assessment to show evidence (or lack) of understanding of the ELD lesson's learning objective.
- Analyze assessment data that measures students' English Language Development.
- Plan future Professional Development and ELD instruction based on assessment results.
- **District support of PI Year 3 Scott Lane ES:** Send annual parent notification for choice, provide SES for students, provide ASES funding for site after school program, support Title I principal with additional training and data reports, provide two teachers released for a Reading Intervention Support (RIS) to support students at first and second grades and support kindergarten teachers with professional development and classroom modeling.
- Provide monthly principal coaching support in the effective implementation of instructional programs and monitoring of student learning.

**2. Strategy: Support for schools in PI Year 4**

**Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.**

**SCUSD does not have any schools in PI Year 4**



**3. Strategy: Support for schools in PI Year 5**

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

**SCUSD does not have any schools in PI Year 5**

**Goal 2A AMAO 1 – Annual Progress in Learning English: All limited-English-proficient students will make annual progress in learning English meeting or exceeding the annual State target for AMAO 1 of 57.5% in 2012-2013 and 59% in 2013-2014.**

**1. Strategy: Accountability**

**Hold schools accountable for ELs making annual progress in learning English (AMAO 1).**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Monitor English learners' progress in attaining English through the annual CELDT assessment results by identifying all EL students not moving one CELDT level per year and provide additional instructional support.	Annually January 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(b) Provide district wide data reports on the progress of EL students learning English annually using CELDT results and disaggregate the data by school. Compare district AMAO 1 results to state annual AMAO 1 targets to ensure that EL students are meeting or exceeding annual targets for AMAO 1.	Annually January 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$25,000 (Key Data Systems)	Gen. Fund
(c) Conduct the ELSSA process with district staff, site administrators, teachers, and parents to review the progress of ELs and determine appropriate actions.	ELSSA 1/23/13 Migrant Ed 1/23/13	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers, parents		
(d) Identify a EL Facilitator at each site who will be responsible for monitoring EL students progress in learning English.	Annually August 2014 2015 2016	Asst. Supt. Ed. Services, Dirs. Site Admin K-12, EL Facilitators	\$282,000	EIA/LEP
(e) Meet annually at each site to hold an English Learner Review (ERL) with the site principal, EL Facilitator, leadership team	Spring/Fall 2013, 2014,	Asst. Supt. Ed. Services,	\$282,000	EIA/LEP

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
members and other staff with relevant information. Review the CELDT scores and identify students not making growth expectations for AMAO 1. Share interventions tried and develop a placement plan and interventions to be implemented the first quarter of the next year.	2015, 2016	Directors, Site Admin. K-12, EL Facilitators, Teachers		
(f) Require site administrators to submit to Education Services an Assurance Report regarding curriculum implementation for the EL instructional program each semester.	Each sem. 2013-14, 2014-15, 2015-16	Asst. Supt. Ed. Services, Site Admin. K-12	NA	

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to administer the CELDT assessment within 30 days of registration for students whose parents indicate the student speaks a language other than English during initial registration.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, ELD/Migrant Mgr., EL Facilitators CELDT Admin.	\$71,550 \$282,000 \$65,224	SIP EIA/LEP EIA/LEP
(b) Continue to administer the CELDT assessment annually for those students who are identified as English learners and use this data to monitor EL student progress in moving up a CELDT level annually.	Aug.-Oct. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, ELD/Migrant Mgr. EL Facilitators CELDT Admin.	\$71,550 \$282,000 \$65,224	SIP EIA/LEP EIA/LEP
(c) Evaluate the consistency and method of CELDT administration annually to ensure that all students are assessed in the same manner, in the most conducive testing environment for the student based on ELSSA results 2013.	Spring-Aug. 2013	Asst. Supt. Ed. Services, ELD/Migrant Mgr., EL Facilitators	NA	
(d) Continue to administer <i>The Language Assessment Scale (LAS)</i> as soon as possible and no later than calendar 90 days from the date of registration to determine primary language proficiency in Spanish. For languages other than Spanish, give an informal assessment and use this information to assist in instructional program placement.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	NA	

**3. Strategy: English Learner Language Program Placement**

**Place students appropriately based on the results of the State's EL assessment.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Use the CELDT information and the results of the primary language assessment (LAS) to determine the most appropriate instructional setting for the student, SEI, Mainstream, or the Alternative Bilingual Program.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(b) As outlined in the EL Master Plan, consider placement for EL students in a Mainstream English Program if the student in grades K-12 does not meet the IFEP criteria and is reasonably fluent (CELDT 4 or 5) in English. Provide the English Program supplemented with an English Language Development (ELD) program. This placement may include additional support services that are deemed appropriate.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(c) As outlined in the EL Master Plan, consider placement for CELDT 3 students in the mainstream program if student is on the high end of Intermediate (CELDT level 3) and they have been in United States schools more than 2 years. Provide additional support in the mainstream program with one or more of the following, as needed: Content instruction using SDAIE techniques, specialized instruction by a reading or literacy specialist, and participation in intensive interventions, primary language instruction/support, before and/or after school intervention programs, tutoring, and summer school.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(d) As outlined in the EL Master Plan, consider a placement for (CELDT 1-2 or lower range of 3) in English, in a Structured English Immersion (SEI) Program. CELDT 3 students will be recommended for SEI if they are new to the country and score on the low end of Intermediate (CELDT 3). In SEI the instruction is mostly in English with the primary language, whenever possible used to support the student's learning. The types of support services listed above (c) are also to be provided. Intensive ELD is provided for CELDT levels 1 and 2.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP

(e) As outlined in the EL Master Plan, consider placement in the district's Alternative Bilingual Program. Parents of students in grades K-5 have the option of applying for a Parental Exception Waiver to participate in the district's bilingual program. Currently Spanish-speaking students can be enrolled in bilingual programs at two of the district's elementary schools: Mayne Elementary and Scott Lane Elementary.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Bilingual Teachers	\$282,000	EIA/LEP
(f) Follow the EL Pathways outlined in the district's EL Master Plan for secondary EL students. EL students are placed in four groups based on the most appropriate instructional support for each group in grades 6-12 including ELD instruction, grade level content classes delivered through SDAIE methods, and Special English support classes in specific content with differentiated instruction.	Annually March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP

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

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide and monitor daily 30 minutes of ELD instruction with students grouped into no more than two CELDT levels K-5 focusing instruction on the skills EL students need to move at least one CELDT level per year.	Daily 8/19/13- 6/6/14 2014-15 2015-16	Asst. Supt. Ed. Services, Site Admin. K-5, R/ELA teachers	NA	
(b) Use the district adopted Pearson, <i>California Language Central</i> , Santillana <i>Intensive English</i> and <i>Step Up to Writing</i> curriculum K-5.	Daily 8/19/13- 6/6/14 2014-15 2015-16	Site Admin. K-5, R/ELA teachers	NA	
(c) Follow the district EL Master Plan Pathways and offer courses as outlined to provide EL secondary 6-12 grade students' daily ELD classes, special English support class, and grade level content classes delivered through SDAIE as appropriate to the EL needs.	Daily 8/19/13- 6/6/14 2014-15 2015-16	Site Admin. 6-12, R/ELA teachers	NA	
(d) Monitor the daily delivery of ELD instruction particularly at the secondary level. (APS minimal or partial finding for EPC 2.3 for	Daily 8/19/13-	Asst. Supt. Ed. Services, Directors,	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
both middle and high school).	6/6/14 2014-15 2015-16	Site Admin. K-12, R/ELA teachers	NA	
(e) Use the district classroom walk-through observation protocol but refined to include strategies that support EL students used by district and site administrators and EL content experts.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Dirs., Site Admin.	NA	

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Meet annually at each site and hold an English Learner Review (ERL) with the site principal, EL Facilitator, leadership team members and other staff with relevant information. Review the CELDT scores and identify students not making growth expectations for AMAO 1. Share interventions tried and develop a placement plan and interventions to be implemented the first quarter of the next year.	Spring 2013, 2014, 2015, 2016	Site Admin., EL Facilitators, Leadership Teams, ELA/ELD Teachers	\$282,000	EIA/LEP
(b) Meet in October of each year to review CST, CELDT, grades and other information by student's name and need and adjust instructional program as needed to support EL student progress in moving at least a CELDT level annually until reclassified as an English proficient student.	Oct. 2013, 2014, 2015, 2016	Site Admin, EL Facilitators, Leadership Teams, ELA/ELD Teachers	\$282,000	EIA/LEP
(c) Identify and use a formative assessment to monitor the progress of individual EL students in learning English at least every trimester at every site.	Trimester: 11/8/13, 2/28/14,	Asst. Supt. Ed. Services, Directors, Site	\$282,000	EIA/LEP

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	6/6/14	Admin. K-12, EL Facilitators, ELD Teachers		
(d) Provide training to all staff on the New ELD Standards and Performance Indicators.	Spring 2014	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, ELD Teachers	NA	

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Use district identified multiple measures; CELDT scores of Overall Advanced or Early Advanced, CST scaled score of 325 or above, SOLOM, and parent input, to determine if student meets the new district reclassification criteria.	Fall 2013 2014 2015 2016	EL Facilitators, Counselors, Site Admin., Teachers	\$282,000	EIA/LEP
(b) Re-examine the district criteria for reclassification as criteria is higher than state criteria and adjust accordingly, based on ELSSA 2013 and student achievement data.	Spring 2013	Asst. Supt. Ed. Services, Dirs., Site Admin, K-12, EL Facilitators	NA	
(c) Establish instructional priorities for reclassified students and complete reclassification documents indicating students' new status and program needs.	Fall 2013 2014 2015 2016	EL Facilitators, counselors, Site Admin., Teachers	\$282,000	EIA/LEP
(d) Develop and implement a system for monitoring progress of RFEP students for a minimum of two years.	Fall 2013 2014 2015 2016	EL Facilitators, Counselors, Site Admin., Teachers	NA	

**Goal 2B AMAO 2 – English Proficiency: All limited-English-proficient students will become proficient in English meeting or exceeding the annual State targets for AMAO 2 of 21.4% (less than 5 years) in 2012-2013 and 22.8% (less than 5 years) in 2013-2014, and 47% (more than 5 years) in 2012-2013 and 49% (more than 5 years) in 2013-2014.**

**1. Strategy: Accountability**

**Hold schools accountable for ELs making annual progress in attaining English proficiency (AMAO 2).**

<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
(a) Monitor the progress of EL students becoming proficient in English based on the annual CELDT assessment meeting or exceeding AMAO 2 targets annually by analyzing district data and disaggregating the data by school to monitor EL students by site.	Annually: Fall and Spring 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Dirs., Site Admin. K-12, EL Facilitators, Teachers	\$71,550 \$282,000	SIP EIA/LEP
(b) Generate a list of EL students who have been in the district 4 or more years and 5 or more years who are not English proficient and hold sites accountable for providing intensive additional support for these students. Provide Educational Services with individual intervention plan.	Annually: Fall 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Dirs., Site Admin. K-12, EL Facilitators, Teachers	\$25,000 (KDS)	Gen Fund
(c) Meet annually at each site and hold an English Learner Review (ERL) with the site principal, EL Facilitator, leadership team members and other staff with relevant information. Review the CELDT scores and identify students not making growth expectations for AMAO 2. Share interventions tried and develop a placement plan and interventions to be implemented the first quarter of the next year.	Annually: Spring 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Dirs., Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(d) Hold a review no later than October of each year with the leadership team at each site to review the results of the spring STAR testing (end-of-year results on district-identified assessments for Kindergarten and first graders) to consider additions or changes in options for interventions for each EL student based on need.	Annually: October 2013, 2014, 2015, 2016	Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(e) Develop an EL Intervention Catch-Up Plan for each student not meeting growth expectations. Provide a fall parent conference at the elementary level to review the EL Intervention Catch-Up Plan part of the Academic Assistance Plan (AAP) and modify as needed to	Annually: October 2013, 2014, 2015, 2016	Site Admin. K-12, EL Facilitators, Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
include parental input.				
(f) Provide the EL student with intervention programs/services as specified in the AAP/EL Catch-Up Plan and monitor his/her progress carefully throughout the school year with adjustments and modifications of the plan when necessary.	Annually: October 2013, 2014, 2015, 2016	Site Admin. K-12, EL Facilitators, Teachers	NA	
(g) Require site administrators to submit to Education Services an Assurance Report regarding curriculum implementation for EL student instructional program each semester.	Annually: October 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Site Admin. K-12	NA	

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to administer the CELDT assessment within 30 days of registration for students whose parents indicate the student speaks a language other than English during initial registration.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, ELD/Migrant Mgr., EL Facilitators R/ELA teachers	\$71,550 \$282,000	SIP EIA/LEP
(b) Continue to administer the CELDT assessment annually for those students who are identified as English learners and monitor their progress toward becoming English proficient.	Annually: Aug.-Oct., 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, ELD/Migrant Mgr., EL Facilitators R/ELA teachers	\$71,550 \$282,000	SIP EIA/LEP
(c) Continue to administer <i>The Language Assessment Scale</i> (LAS) as soon as possible and no later than calendar 90 days from the date of registration to determine primary language proficiency in Spanish. (For languages other than Spanish, give an informal assessment.) Use this information to assist in instructional program placement.	Annually: Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Directors, Site Admin K-12, EL Facilitators, Teachers	NA	
(d) Prepare for new State CELDT assessment process, performance indicators aligned to new ELD standards. Adjust monitoring tools to	Aug.-June 2014-15	Asst. Supt. Ed. Services,	NA	



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
reflect state changes in these areas.	2015-16	Directors, Site Admin K-12, EL Facilitators, Teachers		

**3. Strategy: English Learner Language Program Placement**

**Place students appropriately based on the results of the State's EL assessment.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Follow the EL Master Plan and use the CELDT information and the results of the primary language assessment (LAS) to determine the most appropriate instructional setting for the student, SEI, Mainstream or the Alternative Bilingual Program K-5. (See details of program support for each program option in AMAO 1 Strategy 2 above.)	Annually: March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP
(b) Follow the EL Pathways outlined in the district's EL Master Plan for secondary EL students. EL students are placed in one of four groups based on the most appropriate instructional support for each group in grades 6-12 including ELD instruction, grade level content classes delivered through SDAIE methods, and Special English support classes in specific content with differentiated instruction.	Annually: March 2014 2015 2016	Asst. Supt. Ed. Services, Directors, Site Admin K-12, EL Facilitators, Teachers	\$282,000	EIA/LEP

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

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide and monitor daily 30 minutes of ELD instruction with students grouped into no more than two CELDT levels K-5 focusing instruction for students who are at Early Advanced or Advanced on the skills needed to become English proficient and the skills needed for Beginning, Early Intermediate, and Intermediate to move to the next CELDT level annually.	Daily 8/19/13- 6/6/14 2014-15 2015-16	Asst. Supt Ed. Services, Site Admin. K-5, R/ELA Teachers	NA	
(b) Use the district adopted Pearson, <i>California Language Central</i> , Santillana <i>Intensive English</i> and <i>Step Up to Writing</i> curriculum K-5.	Daily 8/19/13- 6/6/14	Site Admin. K-5, R/ELA teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	2014-15 2015-16			
(c) Follow the district EL Master Plan Pathways and offer courses as outlined to provide EL secondary 6-12 grade students daily ELD classes, special English support class, or grade level content classes delivered through SDAIE as appropriate to the EL student needs.	Annually: March 2014 2015 2016	Site Admin. 6-12, R/ELA Teachers	NA	
(d) Monitor the daily delivery of ELD instruction particularly at the secondary level. (APS minimal or partial finding EPC 2.3 for both middle and high school levels).	Trimester: 11/8/13, 2/28/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, R/ELA Teachers	NA  NA	
(e) Use the district classroom walk-through observation protocol form to focus on strategies that support EL students used by district and site administrators and EL content experts.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12	NA	

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

**Monitor student progress regularly and adjust instructional program accordingly.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Meet annually at each site and hold an English Learner Review (ERL) with the site principal, EL Facilitator, leadership team members and other staff with relevant information. Review the CELDT scores and identify students not making growth expectations for AMAO 2 to become English proficient. Share interventions tried and develop a placement plan and interventions to be implemented	Annually: March 2014, 2015, 2016	Site Admin, EL Facilitator, Leadership Team, ELA/ELD Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
the first quarter of the next year.				
(b) Meet in October of each year. Review CST, CELDT, grades and other information by student's name and need and adjust instructional program as needed to support EL students' progress in meeting AMAO 2 in becoming English proficient until student is reclassified as an English proficient student.	Oct. 2013, 2014, 2015, 2016	Site Admin, EL Facilitator, Leadership Team, ELA/ELD Teachers	NA	
(c) Identify and use a formative assessment to monitor the progress of individual EL students in learning English at least every trimester at every site until student is designated as English proficient.	Identify: November 2013 Trimester: 11/8/13, 2/28/14, 6/6/14	Asst. Supt. Ed. Services Directors, Site Admin K-12, EL Facilitators, ELA/ELD Teachers	\$282,000	EIA/LEP

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Using district identified multiple measures (CELDT scores Overall Advanced or Early Advanced, CST scale score 325 or above, SOLOM, parent put), determine if student meets the reclassification criteria.	Annually: Fall 2013, 2014, 2015, 2016	Site Admin K-12, EL Facilitators, ELA/ELD Teachers	\$282,000	EIA/LEP
(b) Establish instructional priorities for reclassified students and complete reclassification documents indicating students' new status and program needs.	Annually: Fall 2013, 2014, 2015, 2016	Site Admin K-12, EL Facilitators, ELA/ELD Teachers	NA	
(c) Monitor RFEP students' progress for a minimum of two years.	Aug.-June 2013-2014 2014-2015 2015-2016	Site Admin K-12, EL Facilitators, ELA/ELD Teachers	NA	

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

- The district will meet its 2012-2013 AYP AMO target in ELA of 89% proficient and above by meeting it through Safe Harbor with 59.5% proficient or above for ELs.
- The district will meet its 2012-2013 AYP AMO target in Mathematics of 63.3% proficient and above by meeting it through Safe Harbor with 53.0% proficient or above for ELs.
- All limited-English-proficient students will reach high academic standards in ELA and mathematics becoming proficient or above by 2013-2014 through Safe Harbor.
- The district will continue to make its 95% Participation Rate in ELA and Mathematics for AYP in 2012-2013 and 2013-2014.

**1. Strategy: Accountability**

**Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).**

<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
(a) Analyze data from the annual CST, CMA, and CAHSEE district wide and by site for ELA achievement disaggregating the data for each significant subgroup including ELs. Use the analysis of EL student growth in meeting AMAO 3 in ELA and adjust the R/ELA instructional program for EL students based on that data.	Fall 2013, 2014, 2025, 2016	Asst. Supt. Ed. Services, Dirs., Site Admin. K-12, EL Facilitators, Teachers	\$25,000 (KDS)	Gen Fund
(b) Analyze data from the annual CST, CMA, and CAHSEE district wide and by site for math achievement disaggregating the data for each significant subgroup including ELs. Use the analysis of EL student growth in meeting AMAO 3 in math and adjust the math instructional program for EL students based on that data.	Fall 2013, 2014, 2025, 2016	Asst. Supt. Ed. Services, Dirs., Site Admin. K-12, EL Facilitators, Teachers	\$25,000 (KDS)	Gen Fund
(c) Disaggregate ELA and math district benchmarks and performance based assessments by subgroup focusing on EL students, analyze the results, and adjust the instructional program on on-going basis throughout the school year.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14,	Asst. Supt. Ed. Services Directors, Site Admin. K-12, EL Facilitators, ELA/ELD and Math Teachers	\$50,000	EIA

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	6/6/14			
(d) Include a SMART goal in each school's Single Plan for Student Achievement (SPSA) related to the progress of EL students learning English.	Aug-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services Directors, Site Admin. K-12, Teachers	NA	

**2. Strategy: English-language Arts Proficiency**

**Implement standards-aligned or CCSS-aligned ELA/ELD instructional materials, including intervention and supplemental materials.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement and monitor the daily effective use of all district adopted standards-aligned E/RLA core and interventions for all students including ELs and SWDs K-12 using Houghton Mifflin: <i>California Reading: Medallion Edition, 2003 (K-5)</i> , McDougal Littell <i>California Literature (6-8)</i> , Holt <i>Literature and Language Arts with ELD Course 3 and 4</i> , and Scholastic <i>READ 180</i> for intensive intervention (6-12) with materials in <b>English and Spanish</b> based on program placement and student need and delivered with SDAIE strategies and differentiated instruction to meet the needs of each EL learner.	Daily 8/19/13- 6/6/14 Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-12, E/RLA Teachers	NA	
(b) Ensure that EL students have full access to the core program of instruction with strategic support or an intensive reading intervention in order to master grade level standards in R/ELA at the K-5 level. Students will be appropriately placed in the Reading Intervention Program (RIS), Leveled Literacy Support (LLI) <i>Odyssey</i> , <i>SOAR to Success</i> , <i>READ 180</i> and/or unit recovery based on the students' achievement data and teacher recommendation.	Daily 8/19/13- 6/6/14	Asst. Supt. Ed. Services, Directors, Coord. Ed. Tech., Site Admin. K-5, EL Facilitator E/RLA Teachers	\$282,000	EIA/LEP

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(c) Submit EL Catch-Up and Intervention plans to Educational Services by the end of the first quarter of school each year and quarterly thereafter.	Each Quarter 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin. K-12, EL Facilitators E/RLA Teachers	\$282,000	EIA/LEP
(d) Follow the EL Pathway schedule in the district EL Master Plan at the 6-12 grades to ensure that EL students have full access to the core ELA classes with support classes as needed and have access to intensive reading intervention Scholastic <i>READ 180</i> if needed in order to master grade level standards in ELA.	Each Quarter 10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin. 6-12, EL Facilitators E/RLA Teachers	\$282,000	EIA/LEP
(e) Provide content specific courses in 6-12 grades (ELA, H/SS, science and math) that are designed to scaffold English proficiency for EL students.	10/18/13, 12/20/13, 3/14/14, 6/6/14	Site Admin. 6-12, EL Facilitators E/RLA Teachers	\$282,000	EIA/LEP
(f) Monitor the R/ELA instruction of EL students during district and site visits to classrooms by the principal (weekly) and district administrators (quarterly) using the district walk through form that has been modified to include effective instructional strategies that support EL students including SDAIE, content and language objectives, frontloading, and academic vocabulary.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12	NA	
(g) Monitor the secondary master schedules to ensure that EL students are provided the courses needed to master ELA content including additional CAHSEE support classes.	Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services and HR, Site Admin. 6-12, EL Facilitators	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(h) Continue to consider the needs of the district's EL learners when selecting new CCSS R/ELA materials for adoption.	Select: 2016	Asst. Supt. Ed. Services, Directors, Site Admin. K-12	TBD	IMFR

**3. Strategy: Mathematics Proficiency**

**Implement standards-aligned or CCSS-aligned mathematics instructional materials, including intervention and supplemental materials.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement and monitor the daily effective use of all district adopted standards aligned math core and interventions for all students including ELs K-12 using Scott Foresman Addison Wesley, <i>enVisionMath California</i> K-5, Holt, Rinehart, Winston, <i>California Mathematics Course 1</i> gr.6, Pearson Prentice Hall, <i>California Pre-Algebra</i> gr.7, Pearson Prentice Hall, <i>California Algebra 1</i> , gr. 8 and the intensive intervention math programs Harcourt School Publisher, <i>California Fast Forward</i> , ALEKS Inc, <i>ALEKS</i> in gr. 4-7, Pearson Prentice Hall <i>Algebra Readiness</i> in gr.8-10, AGS Publishing <i>Pre-Algebra</i> gr. 9 with materials in <b>English and Spanish</b> based on program placement and student need and delivered with SDAIE strategies and differentiated instruction to meet the needs of each EL learner.	Daily 8/19/13- 6/6/14	Asst. Supt. Ed. Services, Directors, Coord., Ed. Tech., Site Admin. K-12, EL Facilitators, Math Teachers	NA	
(b) Ensure that EL students have full access to the core program of instruction with strategic support or the Harcourt School Publisher, <i>California Fast Forward</i> or ALEKS Inc, intensive math intervention program in order to master grade level standards in math at the K-5 level.	Daily 8/19/13- 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Math Teachers	NA	
(c) Follow the EL Pathway schedule in the district EL Master Plan at the 6-12 grades to ensure that EL students have full access to the core math classes with support classes as needed and have access to intensive math intervention in <i>ALEKS</i> grades 6, 7, <i>Algebra Readiness</i> grades 8-10 or AGS Publishing <i>Pre-Algebra</i> gr.8 if needed in order to	Spring Fall & Winter 2013-14 2014-15 2015-16	Site Admin. K-12, EL Facilitators, Math Teachers	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
master grade level/content standards in math.				
(d) Monitor the math instruction of EL students during district and site visits to classrooms by the principal (weekly) and district administrators (quarterly) using the district walk through form that has been modified to include effective instructional strategies that support EL students including SDAIE, content and language objectives, frontloading, academic vocabulary in math.	Grades K-5 Trimester: 11/8/13, 2/28/14, 6/6/14 Grades 6-12 Quarter: 10/18/13, 12/20/13, 3/14/14, 6/6/14	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Math Teachers	NA	
(e) Monitor the secondary master schedules to ensure that EL students are provided with the courses needed to master math content including additional CAHSEE classes.	Spring Fall & Winter 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Asst. Supt HR, Directors, Site Admin. K-12, EL Facilitators,	NA	
(f) Continue to consider the needs of the district's EL learners when selecting new CCSS math core materials for adoption.	Select: May 2014	Asst. Supt. Ed. Services, Directors, Site Admin. K-12, EL Facilitators, Math Teachers	TBD	IMFR

**4. Strategy: Participation Rate**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Monitor the participation rate of EL students on the CST, CMA and CAHSEE ELA assessments to ensure all students who should take the assessments, take the assessments with at least 95% participation rate at each site and district wide.	Annually 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Directors, Site Admin.,	NA	



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
		Teachers		
(b) Monitor the participation rate of EL students on the CST, CMA and CAHSEE math assessments to ensure all students who should take the assessments, take the assessments with at least 95% participation rate at each site and district wide.	Annually 2013, 2014, 2015, 2016	Asst. Supt. Ed. Services, Directors, Site Admin., Teachers	NA	

**Goal 2D High Quality Professional Development: The District will fully train and support teachers, administrators, and other personnel to provide research-based instruction and assessment for ELs as documented by the training agendas for 2012-2013, 2013-2014, and 2014-2015.**

**1. Strategy: PD for Teachers**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide additional training for all teachers K-12 in how to implement a coherent and consistent instructional program for ELs including strategies to differentiate instruction and use of effective language development strategies, SDAIE, content and language objectives, frontloading, and academic vocabulary. Provide training on the new ELD State Standards and Performance Indicators to all staff.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, Coaches, RIS Teachers, EL Facilitators	\$565,632	Title II Title III
			\$282,000	EIA/LEP
(b) Provide training to teachers in understanding the components of the CELDT assessment, meaning of the performance levels, and relationship between specific CELDT scores and needed appropriate instruction.	May-Sept. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP
(c) Provide training to teachers in implementing best practices for giving the CELDT.	May-Sept. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(d) Train teachers to discuss with their students the importance of the CELDT, current score, goal for next test cycle, and process of reclassification. Include implementation of this process at each site as one of the Principal Assurances for EL.	May-Sept. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP
(e) Train teachers in giving and using the data from the new assessment to measure ongoing EL progress in learning English.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP

## 2. Strategy: PD for Administrators

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Train principals and district administrators how to monitor the R/ELA and math instruction of EL students during site and district visits to classrooms using the district walk through form modified to include effective instructional strategies that support EL students including SDAIE, content and language objectives, frontloading, and academic vocabulary.	Sept.-Dec. 2013-2014	Asst. Supt. Ed. Services, K-12 Dirs.	NA	
(b) Train and monitor principals in developing a master schedule to implement the appropriate number and type of courses needed to meet the needs of ELs, including the assignment the most qualified teachers to these classes.	March 2013 March 2014 March 2015	Asst. Supts. HR and Ed. Services	NA	
(c) Train principals to monitor teachers' use of data to regularly include disaggregation for their EL students in order to do effective progress monitoring.	Oct., Feb., May Yearly 2013-2015	Asst. Supt. Ed. Services, K-12 Dirs.	NA	
(d) Train principals to implement a plan for teachers to discuss with their students the importance of the CELDT, current score, goal for next test cycle, and process of reclassification. Include implementation of this process at each site as one of the Principal Assurances for EL.	Aug.-Sept. Annually 2013-2015	Asst. Supt. Ed. Services, K-12 Dirs.	NA	

**3. Strategy: PD for Other Personnel**

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

<b>Action Steps</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Amount</b>	<b>Funding Source</b>
(a) Provide training to paraprofessionals in understanding the components of the CELDT assessment, meaning of the performance levels, and relationship between specific CELDT scores and needed appropriate instruction.	May-Sept. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP
(b) Provide training to paraprofessionals in implementing best practices for giving the CELDT.	May-Sept. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, K-12 Dirs., Curr. Specialists, EL Facilitators	\$282,000	EIA/LEP
(c) Train and monitor counselors in using appropriate placement criteria for assigning ELs to classes.	March 2013 March 2014 March 2015	Asst. Supts. HR and Ed. Services	NA	
(d) Train and monitor counselors to appropriately monitor progress of ELs in earning high school graduation credits, passing the CAHSEE, and taking classes for college preparation, and for a-g credit.	March 2013 March 2014 March 2015	Asst. Supts. HR and Ed. Services	NA	
(e) Continue to require paraprofessionals to meet the qualifications of ESEA.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. HR	NA	

**Goal 2E Parent and Community Participation: The District will promote and train parents of English Learners and the community to be involved in the education of ELs as documented by the training agendas for 2012-2013, 2013-2014, and 2014-2015.**

**1. Strategy: Parental Participation**

**Promote parental participation in programs for ELs.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Promote parent and community involvement through site English Learner Advisory Committees (ELACs) at all sites with 21 or more English Learners and a District English Learner Advisory committee (DELAC) for the district at large. ELACs and DELAC will review achievement of the English Learners and provide input to the site SSCs for the SPSAs and district for the LEA Plan.	Aug.-June 2013, 2014, 2015, 2016 Quarterly Meetings	Supt., Asst. Supt. Ed. Services, Site Admin., EL Facilitators, Teachers	\$282,000	EIA/LEP
(b) Hold district level parent trainings held throughout the school year to give parents and community opportunities for specific trainings in goals of the district for ELs, common core state standards and their impact on the education of all students including ELs as documented by the training agendas. Hold a minimum of 10 meetings.	Aug.-June 2013-14 2014-15 2015-16	Supt., Asst. Supt. Ed. Services, EL Facilitators, Comm. Liaison Parent Trainer	\$282,000 \$85,965 \$39,000	EIA/LEP Title III Title I
(c) Provide parents and community members opportunity for input into a number of issues including but not limited to the following: <ul style="list-style-type: none"> <li>• The re-development of the district’s master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement.</li> <li>• Conducting a district-wide needs assessment.</li> <li>• Establishment of district program, goals, and objectives for programs and services for English learners.</li> <li>• Development of the new LEA Plan for 2013-2016.</li> </ul>	Aug.-June 2013,2014, 2015, 2016	Supt., Asst. Supt. Ed. Services, Site Admin., EL Facilitators, Comm. Liaison Parent Trainer	\$282,000 \$85,965 \$39,000	EIA/LEP Title III Title I
(d) Continue to hire Community Liaisons to invite and encourage parents to participate in district and school activities and to translate for parents. Hire a Parent Trainer to provide a minimum of 10 trainings for parents per year.	Aug.-June 2013,2014, 2015, 2016	Supt., Asst. Supt. Ed. Services Site Admin., EL Facilitators	\$85,965 \$39,000	Title III Title I
(e) Develop a comprehensive packet of information for EL parents to receive upon enrollment of their child in SCUSD schools. This will allow for an informed discussion between parent and staff at the beginning of the child's educational career. Information in the packet will be delineated the same as the information in the district EL Master Plan. EL packets will be available at school offices and on the district website.	Fall 2013	Supt., Asst. Supt. Ed. Services, EL Facilitators	\$282,000	EIA/LEP

**2. Strategy: Community Participation**  
**Promote community participation in programs for ELs.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to engage community partners in all district programs including the programs for ELs including: Rotary, Intel, San Jose Mercury, Kaiser Permanente, etc.	Aug.-June 2013,2014, 2015, 2016	Supt., Asst. Supt. Ed. Services,	NA	

**Goal 2F Parental Notification: The District will meet all parent notification requirements under 20 USC 6312[g] as documented by the parent letters for 2012-2013, 2013-2014, and 2014-2015.**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
The LEA-wide plan to notify parents is outlined in the district's EL Master Plan and includes the following steps: (a) Upon assessment of students' language skills, parents are informed if their child tested as an English learner or fluent English proficient. If the student is an English learner, they are given a brochure explaining the program choices.	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(b) Provide parents the results of the language assessment including the student's level of English proficiency in writing in a language and format understandable to them.	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(c) Provide parents verbal and written explanations of the three Program choices, SEI, ELM, or Alternative program.	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(d) Provide parents with an explanation of program choices with the optimal program placement for the student based on strengths and needs of the student.	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(e) Explain the English language development program to the parent included in all three program choices and the academic assistance that is available in each of these programs	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(f) Inform parents that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English	Aug.-June 2013, 2014,	Site Admin., EL Facilitators	\$282,000	EIA/LEP

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
proficient based on the student's entry level English proficiency and academic achievement, the possible length of time the student would be in the program shall be discussed.	2015, 2016			
(g) Inform parents that the language assessment results of all English learners in special education are used by the IEP team to determine how the student will receive primary language instruction and/or support and the setting in which the student will receive instruction in the English language development curriculum/standards. Specific linguistic goals and objectives to meet language acquisition goals are designed for each student with an IEP.	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP
(h) Notify parents upon selecting one of the three English learner program options that they have the right to request a program change at any time. (See c-d above)	Aug.-June 2013, 2014, 2015, 2016	Site Admin., EL Facilitators	\$282,000	EIA/LEP

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

- **The percent of migrant students proficient or above on the ELA CST will increase from 35% in 2012 to 40% in 2013.**
- **The percent of migrant students proficient or above on the Mathematics CST will increase from 31% in 2012 to 36% in 2013.**
- **The 2012-2013, 2013-2014, and 2014-2015 academic progress of migrant students will be monitored at each site by the principal designee through progress on district assessments, grades, and completion of high school graduation requirements.**
- **Migrant parents will participate in a minimum of six mandated parent meetings per year for 2012-2013, 2013-2014, and 2014-2015 and will be monitored through participation logs and meeting agendas.**

**Needs Assessment Narrative**

An analysis of migrant student achievement in ELA and math was completed in February, 2013. These are the 2012 CST and CAHSEE Data Analysis Findings:

- 35% of Migrant students in SCUSD are proficient or advanced on the CST ELA Test in 2012 which represents a 4% increase above the proficient or advanced % for 2011.
- There is a 5% decrease to 8% in the percentage of Migrant students scoring far below basic in 2012 when compared to 2011.
- 31% of Migrant students in SCUSD are proficient or advanced on the CST Math Test in 2012 which represents a 4% decrease below the proficient or advanced % for 2011.

- There is a 3% decrease to 12% in the percentage of Migrant students scoring far below basic in 2012 when compared with 2011.
- Third grade Migrant students in 2012 scored 3 percentage points higher at 48% proficient or advanced on the CST Math test than when they were 2<sup>nd</sup> graders in 2011.
- Fourth grade Migrant students in 2012 scored the same percentage points at 50% proficient or advanced on the CST Math as when they were third graders in 2011.
- 10<sup>th</sup> Grade Migrant Students in SCUSD demonstrate a consistent 4 year pattern of proficiency on the CAHSEE ELA Test.
- In 2012, 10<sup>th</sup> Migrant Students in SCUSD demonstrated a 1 percentage point gain to 71 % proficient on the 2012 CAHSEE ELA test compared to the performance of 10<sup>th</sup> grade Migrant students in 2011.
- 10<sup>th</sup> Grade Migrant Students in SCUSD demonstrated modest improvement in the % of Migrant students scoring proficient on the CAHSEE Math test over 4 years.
- 10<sup>th</sup> Grade Migrant students in SCUSD demonstrated a 20 percentage point drop to 39% proficient on the 2012 CAHSEE Math Test.

Based on the data analysis above there continues to be a need to provide R/ELA and math support during the regular school year and during summer school for high priority migrant students. Thirty five percent (35%) of the district's migrant students were proficient in ELA in 2012 compared to the district overall proficiency in ELA at a little over 64%. In math 31% of the migrant students were proficient/above in math on the CST compared to the district wide student proficiency in math at 63.8%. Of the tenth grade migrant students taking CAHSEE 71% were proficient in ELA with only 39% proficient in math. The data indicates that while there have been positive gains in the achievement of migrant students in ELA additional support is needed in math and in CAHSEE math.

### **District Panning Narrative**

The goal of Santa Clara Unified School District for the migrant student is the same goal for all students in the district which is to obtain a diploma and the skills necessary to have a productive life style. The mission of Santa Clara Unified School District is to prepare students of all ages and abilities to succeed in an ever-changing world. Therefore the objective of the migrant program is to provide supplemental Highly Quality Intervention and Support services to Migrant Education Program (MEP) students to ensure that they graduate from high school and have the skills to succeed in an ever-changing world. These MEP services are at the top of the intervention pyramid for migrant students who shall have access to the core instructional program in all content areas with a special focus on ELA and math. In addition migrant students shall have access to all Title I and Title III program support and services and then in addition, migrant students who are at risk of not mastering grade level standards, passing Algebra 1, or the CAHSEE will receive migrant intervention support provided based on the Priority For Services (PFS) list. The services provided to these students includes during the regular school year PASS program with Cyber High online credit recovery, grade 2-5 instructional support in RLA and math, pre-school home-based readiness program and health education, and screening for dental and vision screening. The summer school program for migrant students will include the following: transportation, a home-based pre-school program for preschool students, instruction in reading and math for grades 2-6 students, a pre-algebra readiness and reading program for grades 6-8, and a PASS program with Cyber High for grades 9-12 at two district high schools.

## Migrant Education Program

### 1. Strategy: Plans to Provide Services for Immigrant Students

**Provide enhanced educational opportunities for immigrant students and their families.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Through a district service agreement with Santa Clara County Office of Education Santa Clara Unified School District will support district migrant students through the following action steps:				
(a) Provide the PASS with the Cyber High online unit recovery program during the regular school year for migrant students at both Wilcox and Santa Clara high school in addition to providing full access to core ELA and math courses, support courses and interventions funded through general funds, Title I and/or Title III.	Aug.-June 2013, 2014, 2015, 2016	Site Admin (9-12) EL/Migrant Specialist Teachers	\$1,796 \$71,550 \$33,538	Migrant SIP  Migrant
(b) Provide a home-based program for preschool migrant students during the regular school year.	Aug.-June 2013, 2014, 2015, 2016	Pre K teacher MEP Liaison .7 FTE	\$8,263 \$36,873	Migrant Migrant

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UG	OSY	Total
Migrant Students in Each Grade	17	16	19	15	20	20	15	8	20	21	12	6	17	12	0	2	201
Migrant PFS Students by Grade	0	16	16	11	18	16	9	8	16	15	10	6	17	12	0	0	170
(c) Provide additional migrant student services including health education, dental and vision screening. For those students with unmet health needs that interfere with learning, referral will be made and treatment paid from student's personal health insurance, local area pro-bono service providers, or regional funds in the case of vision vouchers.								Aug.-June 2013, 2014, 2015, 2016			EL/Migrant Specialist MEP Liaison .7 FTE			\$71,550 \$36,873			SIP Migrant
(d) Include the needs of migrant students in the Single Plan for Student Achievement at schools serving migrant students: Scott Lane ES, Ponderosa ES, Pomeroy ES, Mayne ES, Cabrillo MS,								Aug.-June 2013, 2014, 2015, 2016			Site Admin. K-12, EL/Migrant Specialist, Site			NA			



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Santa Clara HS and Wilcox HS.		Admin., Teachers		
(e) Provide summer school (MEP) program for migrant students in grades 2-5 serving approximately 80-100 migrant students with 4 extended day service (ESD) teachers.	Summer 2013, 2014, 2015, 2016	EDS Summer Teachers Supplies & dupl.	\$6,669 \$620 \$2,273	Migrant Migrant Migrant
(f) Provide middle school students the Pre-Algebra readiness and reading program during summer school with extended day service (4) ESD teachers.	Summer 2013, 2014, 2015, 2016	EDS Summer Teachers	\$17,089	Migrant
(g) Provide high school migrant students at grades 9-12 with the PASS program with Cyber High program of instruction during summer school.	Summer 2013, 2014, 2015, 2016	EDS Summer Teachers	\$17,089	Migrant
(h) Provide a pre-school Home-based summer school program for migrant pre-school students.	Summer 2013, 2014, 2015, 2016	PreK Teacher	\$8,263	Migrant
(i) Work with families of pre-school migrant students to ensure that the students have the required immunizations and paperwork completed to enroll in Kindergarten.	Summer 2013, 2014, 2015, 2016	MEP S1 Liaison Mileage PreK Practitioner	\$2,554 \$350	Migrant Migrant
(j) Recruit migrant students to participate in the regular school and summer school program.	Aug.-June 2013-14 2014-15 2015-16	S1 Recruiter .3 FTE, Summer Mileage	\$2,554 \$18,500 \$150	Migrant Migrant Migrant
(k) Provide transportation for migrant students to school and to participate in summer school activities through educational field trips.	Summer 2013, 2014, 2015, 2016	Teachers	\$444	Migrant
(l) Continue to support a migrant parent group PAC at the district level to provide parents with information about services to migrant students and their families and to receive information about what migrant families need.	Aug.-June 2013-14 2014-15 2015-16	EL/Migrant Specialist, MEP Liaison	\$71,550 \$36,873	SIP Migrant
(m) Hire a community liaison to support the school site, district office and families of migrant student needs.	Aug.-June 2013-14 2014-15 2015-16	Migrant Liaison .7 FTE	\$36,873	Migrant

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(n) Hire an EL/Migrant Ed. specialist to coordinate services with Santa Clara Co. Office of Education and each site to monitor migrant student academic progress and provide services to migrant students and their families.	Aug.-June 2013-14 2014-15 2015-16	Asst Supt. Ed. Services. EL/Migrant Specialist	\$ 71,550	SIP
(o) Look for and engage with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents of immigrant children and youth by offering comprehensive community services	Aug.-June 2013-14 2014-15 2015-16	EL/Migrant Specialist, MEP Liaison	\$71,550 \$36,873	SIP Migrant
(p) Hold a minimum of six PAC parent meetings per year and invite parents of migrant students to participate in other parent meetings at the site and district throughout the year. Use the <i>Regional Parent Contact Log</i> to account for the times a MEP parent is in attendance at PAC, district and school site events.	Aug.-June 2013-14 2014-15 2015-16	EL/Migrant Specialist, MEP Liaison	\$71,550 \$36,873	SIP Migrant
(q) Complete INAs for 100% of all out of school youths (OSY) at the point of identification. Encourage OSY to participate in educational opportunities including ESL classes through Adult Ed.	Aug.-June 2013-14 2014-15 2015-16	EL/Migrant Specialist  MEP Liaison	\$71,550 \$36,873	SIP Migrant
(r) Conduct an evaluation of program effectiveness and needed program adjustments from site and district stakeholders.	Aug.-June 2013-14 2014-15 2015-16	EL/Migrant Specialist  MEP Liaison	\$71,550 \$36,873	SIP Migrant

**Goal 3 Highly-Qualified Teachers: All teachers will continue to be fully credentialed, have 100% Highly Qualified status, and authorization to teach English Learners as documented by 2012-2013, 2013-2014, and 2014-2015 CALPADS.**

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

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Currently all teachers in SCUSD are 100% Highly Qualified and authorized to teach English Learners. The district only recruits and hires new teachers who are HQT and authorized to teach ELs. The	Aug.-June 2013-14 2014-15	Asst. Supt. HR	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
district maintains equitable distribution of its teachers through careful hiring and placement practices at its Title I and non-Title I schools.	2015-16			
<p>(a) To maintain its 100% Highly Qualified Teacher status, Santa Clara Unified School District will continue to employ recruitment and retention strategies such as:</p> <ul style="list-style-type: none"> <li>• Beginning Teacher Support and Assessment (BTSA)</li> <li>• Staff development for RLA/ELD and math adoptions</li> <li>• Professional development for district wide instructional strategies</li> <li>• Collaboration time with grade or content level teams</li> <li>• Academic coaching support as available</li> <li>• Credit for prior years of teacher service</li> <li>• Reimbursements to teachers for costs of course work (VPSS) and tests (CTEL) for additional credentialing or authorization necessary for assignment.</li> </ul>	Aug.-June 2013-14 2014-15 2015-16	Coord. BTSA	\$227,044	BTSA
<p>(b) Provide BTSA professional development activities for any new teachers to the district's teacher induction program and align the training with the California Standards for the Teaching Profession and the California Formative Assessment and Support System for Teachers.</p>	Aug.-June 2013-14 2014-15 2015-16	Coord. BTSA	\$227,044	BTSA
<p>(c) Train new teachers in use of data system and data teams of grade or course level teachers to analyze formative student data from standards-based district benchmarks and formative assessments to determine an effective instructional response and intervention for students not achieving.</p>	Aug.-June 2013-14 2014-15 2015-16	Coord. Assessment	\$5,000	Title II
<p>(d) Train new teachers at K-5 Title I Schools in Compass Learning including 9 days of training and coaching by the Compass Learning coach in the classroom.</p>	Aug.-June 2013-14 2014-15 2015-16	Coord. Ed. Tech.	\$50,000	General Fund
<p>(e) Train new teachers in using ALEKS by the technology support teacher including just-in-time support as they begin to use ALEKS with students.</p>	Aug.-June 2013-14 2014-15 2015-16	Technology Teacher Coord. Ed. Tech.	\$100,000	Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Train and support for new teachers at primary grades in reading instruction by RIS teachers.	Aug.-June 2013-14 2014-15 2015-16	RIS Teachers	\$565,632	Title II Title III
(g) Train new teachers to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented).	Aug.-June 2013-14 2014-15 2015-16	Coord. Sp. Ed. RIS Sp. Ed. Coaches	\$150,000	Sp. Ed.
(h) Train new teachers in delivery of SDAIE, academic vocabulary, development of English language skills, and oral language as appropriate for the EL students' CELDT level.	Aug.-June 2013-14 2014-15 2015-16	EL Facilitators	\$282,000	EIA/LEP

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

**Goal 5A Increase Graduation Rates:**

- The District will increase its State graduation rate from 82.34% in 2012 to 82.10% 2013.
- The District will increase its State graduation rate for English Learners from 68.24% in 2012 to 71.35% 2013.
- The District will meet its State graduation rate targets for 2014 and 2015.
- The District will meet its State graduation rate targets for English Learners for 2014 and 2015.

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<b>1. Ensure that high school staffs use the SCUSD On Track data system to monitor student academic performance, completion of graduation required classes (especially Algebra), passing of CAHSEE, attendance and behavior to increase the graduation rate.</b>	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, Coord. Assess., Coord. St. Serv., HS Principals	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Pilot, monitor, and evaluate the success of On Track at Santa Clara HS.	Aug.-June 2012-13	Asst. Supt. Ed. Services, Dir. 6-12, Coord. Assess., Coord. St. Serv., HS Principals	NA	
(b) Expand On Track to Wilcox HS, New Valley Continuation HS, Santa Clara Community Day School, and Wilson Alternative HS.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, Coord. Assess., Coord. St. Serv., HS Principals	NA	
(c) Monitor use of On Track by administrators, counselors, and teachers to correlate to site improvement for graduation, especially for EL, SWD, and SED subgroups of students.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, Coord. Assess., Coord. St. Serv., HS Principals	NA	
<b>2. Ensure that all middle and high school staffs continue to promote and engage students and parents in the activities designed in the district's College and Career Planning Process to provide career exploration and high school planning.</b>	Aug.-June 2013-14 2014-15 2015-16	Administrators, Counselors, Career Ctr. Techs	NA	
(a) Provide 7th and 12 <sup>th</sup> graders career interest and skills assessments to identify careers they might be successful in and plan high school courses aligned to these careers.	Aug.-June 2013-14 2014-15 2015-16	Sec. Principals, Counselors, Teachers	NA	
(b) Provide sessions with counselors and teachers for students to explore results of assessments and develop a four year plan for high school tailored to students' goals.	Aug.-June 2013-14 2014-15 2015-16	Sec. Principals, Counselors, Teachers	NA	
(c) Inform parents how to access the online Kuder Navigator to explore career paths with their students.	Aug. - Oct. 2013-14 2014-15 2015-16	Principals 6-12 Comm. Liaison, Counselors	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(d) Provide all secondary parents the SCUSD Career Development Parent Handbook to support their student's career and college readiness.	Aug.-Oct. 2013-14 2014-15 2015-16	Principals 6-12, Comm. Liaison, Counselors	\$2,000 Printing Costs	General Fund
<b>3. Provide professional development to staff to implement district College and Career Readiness initiative.</b>	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6- 12, Coord. Assess., Coord. St. Serv., 6-12 Principals	\$5,000	General Fund
(a) Send teachers and administrators to the CTE conference at county office of education followed by an in-house PD day.	Aug. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6- 12, 6-12 Principals	\$5,000	General Fund
(b) Continue to develop, refine, and implement action steps for the district College and Career Readiness plan.	Mar.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6- 12, 6-12 Principals	NA	
(c) Provide at least two annual parent workshops regarding the district graduation requirements and requirements for meeting A-G.	Oct. & Feb. 2013-14 2014-15 2015-16	Dir. 6-12, 9-12 Principals, Counselors	NA	
(d) Continue concurrent enrollment of high school students in Mission College, a local community college offering after school classes at Santa Clara HS with transportation provided to Wilcox HS students.	Aug. & Dec. 2013-14 2014-15 2015-16	Dir. 6-12, 9-12 Principals, Counselors	NA	
<b>4. Continue to fully implement the AVID program at secondary schools.</b>	Aug.-June 2013-14 2014-15 2015-16	Dir. 6-12, Sec. Principals, Counselors, Teachers	\$100,000	General Fund
(a) Review number of students in the program and develop plans to increase student participation.	Mar. 2013-14 2014-15 2015-16	Dir. 6-12, Sec. Principals, Counselors, Teachers	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(b) Send additional teachers to the AVID summer institute.	Summer 2013-14 2014-15 2015-16	Dir. 6-12, Sec. Principals, Counselors, Teachers	\$10,000	General Fund
<b>5. Review the validity of the data submitted to CDE that determines high school graduation rate.</b>	Feb.-Mar. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, 9-12 Principals, Coord. Assess., Coord. St. Serv.	NA	
(a) Hold high school principals responsible for their schools' submission of data to CDE.	Feb.-Mar. 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, HS Principals, Coord. Assess., Coord. St. Serv.	NA	
(b) Implement internal procedures which will ensure that the schools' information is accurate and submitted to CDE in a timely manner.	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, 9-12 Principals, Coord. Assess., Coord. St. Serv.	NA	
<b>6. Develop a behavioral support/mental health model utilizing counselors, interns, nurses and other professionals to reduce behavioral distractions in the classroom. Increase number of schools participating in PBIS, PIQE, Playworks, Digital Citizenship training and other support structures to enhance positive school experiences. Utilize local organizations (Kaiser, Santa Clara University Interns, Bill Wilson Center) to support planning and implementation of the model.</b>	Aug.-June 2013-14 2014-15 2015-16	Asst. Supt. Ed. Services, Dir. 6-12, 9-12 Principals, Coord. St. Serv.	TBD	State and Federal Mental Health Funding & District Counseling Budget

**Goal 5B Decrease Dropout Rates:**

- The District will decrease its Cohort Dropout rate from 14.3% in 2011 to 12.3% in 2012.
- The District will annually decrease its Cohort Dropout rate by 2% from one year to the next according to the State Data Quest website.

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<p><b>1. Identify using the On Track data system and provide interventions for specific students by grade level that are at risk of not graduating due to one or more of the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Failed Algebra I</li> <li>• Attendance and assignment submission</li> <li>• Credit deficient or falling grades</li> <li>• Failed one or more core classes in one semester</li> <li>• Failed the ELA and/or Mathematics section of the CAHSEE</li> </ul>	<p>Aug.-June 2013-14 2014-15 2015-16</p>	<p>Asst. Supt. Ed. Services, Dir. 6-12, 9-12 Principals, Coord. Asses., Coord. St. Serv.</p>	<p>NA</p>	
<p>(a) Provide credit recovery and online classes through SOAR with before and after school classes and tutorials at both comprehensive high schools.</p>	<p>Aug.-June 2013-14 2014-15 2015-16</p>	<p>Asst. Supt. Ed. Services, Dir. 6-12, 9-12 Principals</p>	<p>NA</p>	
<p>(b) Continue to provide intervention and support classes for secondary students in ELA and math according to the SCUSD Master Schedule Assumptions/ Considerations document spring 2012.</p>	<p>Aug.-June 2013-14 2014-15 2015-16</p>	<p>Asst. Supts. Ed. Services &amp; HR, Dir. 6-12, 9-12 Principals</p>	<p>NA</p>	
<p>(c) Provide CAHSEE intervention and support classes at grades 11 and 12 for students who have not passed the ELA and/or math sections.</p>	<p>Aug.-June 2013-14 2014-15 2015-16</p>	<p>Asst. Supts. Ed. Services &amp; HR, Dir. 6-12, 9-12 Principals</p>	<p>NA</p>	
<p>(d) Provide at least one meeting each quarter with counselor and student and one each semester with counselor, student, and parent to monitor progress of all students in 11<sup>th</sup> and 12<sup>th</sup> grades who are in danger of not graduating. Prepare a plan with student and parent to ensure high school graduation.</p>	<p>Qtr./Sem. 2013-14 2014-15 2015-16</p>	<p>9-12 Principals, Counselors</p>	<p>NA</p>	
<p>(e) Train administrators, counselors, and teachers on at-risk student characteristics.</p>	<p>Aug.-Oct. 2013-14 2014-15</p>	<p>Coord. St. Serv., 9-12 Principals,</p>	<p>NA</p>	



Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	2015-16	Counselors		
(f) Develop a Dropout Risk Index (DRI) utilizing On Track and train staff to identify students these students.	Aug.-Oct. 2013-14	Coord. St. Serv., Coord. Assess., 9-12 Principals, Counselors	NA	
(g) Identify students at risk of dropping out and use On Track to develop an individual plan for keeping them in school.	Aug. & Nov. 2013-14 2014-15 2015-16	Coord. St. Serv., Coord. Assess., 9-12 Prin., Couns.	NA	
(h) Provide alternative education services for students as appropriate in continuation high school and other programs.	Aug. & Nov. 2013-14 2014-15 2015-16	9-12 Principals, Counselors	NA	
(i) Provide summer opportunity for high school year 4 students who failed to graduate due to credits to take necessary classes.	June-July 2013-14 2014-15 2015-16	Dir. 6-12, 9-12 Principals, Counselors	\$5,000	CAHSEE Interv.
(j) Provide summer opportunity for high school year 4 students who failed to graduate due to CAHSEE to take intervention and take test.	June-July 2013-14 2014-15 2015-16	Dir. 6-12, 9-12 Principals, Counselors	\$5,000	CAHSEE Interv.

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

<i>Federal Programs</i>		<b>State Programs</b>	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
√	Title I, Part C, Migrant Education		
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology	√	After School Education and Safety (ASES) (Proposition 49)
√	Title III, Limited English Proficient	√	Lottery : Instructional Materials
√	Title III, Immigrants	√	Special Education: Mental Health Services
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Special Ed: Project Workability I LEA
	Title V, Part A, Innovative Programs – Parental Choice	√	Special Ed: Low Incidence Entitlement (Formerly Resource 3360)
	Adult Education	√	Special Ed: Personnel Staff Development
	Career Technical Education	√	NCLB: Title I, Part A, Program Improvement LEA Corrective Action, Moderate Performance
	McKinney-Vento Homeless Education	√	Class Size Reduction (CSR), Grades K-3 Operations
√	IDEA, Special Education	√	CAL- SAFE
	21 <sup>st</sup> Century Community Learning Centers	√	Alternate Certification Intern Teaching
√	Carl D. Perkins Career and Technical Education: Secondary, Section 131 (Vocational Education)	√	ROC/P Apportionment
√	Department of Rehab: Workability II, Transition Partnership Program	√	CAHSEE-Intensive Instruction & Services
√	Department of Health Care Services (DHCS): Medi-Cal Billing Option	√	Instructional Material Fund Program K-8
		√	Math & Reading Professional Development
		√	Math & Reading Professional Development (ELL)
		√	Staff Development: Administrator Training Program
		√	Beginning Teacher Support and Assessment
		√	Instructional Materials, Library Materials and Education Technology

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	243,471.31	1,310,723.00	878,915.00	56.55
Title I, Part B, Even Start	0.00	0.00	0.00	0.00
Title I, Part C, Migrant Education	0.00	174,487.00	168,171.00	96.38
Title I, Part D, Neglected/Delinquent	0.00	0.00	0.00	0.00
Title II Part A, Subpart 2, Improving Teacher Quality	23,742.82	347,325.00	253,546.00	68.33
Title II, Part D, Enhancing Education Through Technology	0.00	0.00	0.00	0.00
Title III, Limited English Proficient	117,905.37	518,304.00	418,532	65.79
Title III, Immigrants	65,693.24	125,700.00	85,965.00	44.92
Title IV, Part A, Safe and Drug-free Schools and Communities	0.00	0.00	0.00	0.00
Title V, Part A, Innovative Programs – Parental Choice	0.00	0.00	0.00	0.00
Adult Education	0.00	0.00	0.00	0.00
Career Technical Education	0.00	0.00	0.00	0.00
McKinney-Vento Homeless Education	0.00	0.00	0.00	0.00
IDEA, Special Education	0.00	3,115,047.00	2,962,378.00	95.10
21 <sup>st</sup> Century Community Learning Centers				
Carl D. Perkins Career and Technical Education: Secondary, Section 131 (Vocational Education)	0.00	81,076.00	28,000.00	34.54
Department of Rehab: Workability II, Transition Partnership Program	0.00	56,087.00	56,087.00	100.00
Department of Health Care Services (DHCS): Medi-Cal Billing Option	338,549.85	170,844.51	48,000.00	9.42
<b>TOTAL</b>	<b>789,362.59</b>	<b>5,899,593.51</b>	<b>4,899,594.00</b>	<b>73.25%</b>

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	727,833.57	1,801,541.00	675,576.00	26.71
EIA – Limited English Proficient	0.00	432,000.00	282,000.00	65.28
State Migrant Education	0.00	0.00	0.00	0.00
School and Library Improvement Block Grant	164,859.40	737,650.00	489,454.21	54.23
Child Development Programs	0.00	1,841,849.00	1,559,849.00	84.69
After School Education and Safety (ASES) (Proposition 49)	0.00	1,176,669.00	1,135,281.00	96.48
Lottery : Instructional Materials	737,855.90	534,000.00	450,603.00	35.43
Special Education: Mental Health Services	392,292.00	852,978.00	700,000.00	56.21
Special Ed: Project Workability I LEA	0.00	92,124.00	0.00	0.00
Special Ed: Low Incidence Entitlement	0.00	7,659.00	7,659.00	100.00
Special Ed: Personnel Staff Development	0.00	10,700.00	10,700.00	100.00
NCLB: Title I, Part A, Program Improvement/LEA Corrective Action	0.00	600,000.00	0.00	0.00
Class Size Reduction (CSR), Grades K-3 Operations	0.00	1,749,340.00	1,749,340.00	100.00
CAL- SAFE	121,151.19	145,959.00	261,913.19	98.05
Alternate Certification Intern Teaching	0.00	27,451.65	23,732.65	86.45
ROC/P Apportionment	58,659.34	152,843.00	8,000.00	3.78
CAHSEE-Intensive Instruction & Services	55,691.74	133,450.00	175,774.74	92.93
Instructional Material Fund Program K-8	328,423.80	0.00	0.00	0.00
Math & Reading Professional Development	12,041.85	0.00	0.00	0.00
Math & Reading Professional Development (ELL)	21,280.63	0.00	0.00	0.00
Staff Development: Administrator Training Program	20,155.92	7,274.00	27,429.92	100.00
Beginning Teacher Support and Assessment	119,131.69	116,358.00	227,044.69	96.41
Instructional Materials, Library Materials and Education Technology	134,938.15	0.00	0.00	0.00
<b>TOTAL</b>	2,894,315.18	10,419,845.65	7,784,357.40	58.47%

## Additional Mandatory Title I Descriptions

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>SCUSD uses the percent of students eligible for Free/Reduced Price Lunch Program to determine eligibility for Title I funding. After a school is identified to receive Title I funds, funds are distributed based on the number of students eligible for Free/Reduced Lunch.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>Funding is only provided at the elementary level. Schools representing the lowest percentile of Free/Reduced lunch qualify for funding.</p>

## Additional Mandatory Title I Descriptions (Cont.)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li>   <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>(If described in Summary Analysis of the Needs Assessment, indicate page number[s] 3-10)</p> <p>(If described in Goal 1, indicate page number[s] 13-17, 17-21, 21-27).</p> <p>(If described in Goal 1, indicate page number[s] 21-24).</p> <p>(If described in Goals 1 and 2, indicate page number[s] 21-25, 42-60).</p> <p>(If described in Goal 3, indicate page number[s] 66-67).</p> <p>(If described in Goal 1, indicate page number[s] 27-31).</p> <p>(If described in Goals 1 and 2, indicate page number[s] 35-36, 59-61).</p> <p>(If described in Goal 1, indicate page number[s] 37).</p> <p>(If described in Goal 1, indicate page number[s] 21.27).</p>
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### Additional Mandatory Title I Descriptions (Cont.)

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

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

**The District does not have targeted assistance programs (TAS) at its schools.**

(If described in Goal 1, indicate page number[s] here).

(If described in Goal 1, indicate page number[s] here).

(If described in Goal 1, indicate page number[s] here).

(If described in Goals 1 or 3, indicate page number[s] here).

(If described in Goal 1, indicate page number[s] here).

(If described in Goal 1, indicate page number[s] here).

### Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<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"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds.</li> </ul>	<p><b>The District does not have targeted assistance programs (TAS) at its schools.</b></p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>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>	



## Additional Mandatory Title I Descriptions (Cont.)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
<p>Requirements</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>When Santa Clara Unified receives achievement data from the state, letters are immediately prepared for each school's parents notifying them of the school's Program Improvement (PI) status. Letters include the right to transfer to a non-PI school, information about the schools available and process by which they can apply for a transfer. In the case of schools that will definitely be PI for the upcoming year, the LEA provides parents the opportunity to request a transfer to a non-PI school during the district's open enrollment window giving them priority for transfer. This year, we included a step in the process where parents had a phone conference to learn more about why they might be offered a school for transfer which was not performing as high as the Title 1 school identified for Program Improvement. This reduced the confusion level of parents in the community. Letters inform parents their right to receive Supplemental Services if they remain at a PI school and meet the requirements.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><u>Choice:</u> The LEA determines which non-PI schools will be designated as Choice Schools based on space available and proximity. All students at all PI schools are given the opportunity to transfer and placed at their first choice school if possible. If there is not available space, the parent is offered the second choice. A parent may elect to remain at or return to their PI school at any time. LEA provides transportation for all PI transfers.</p> <p><u>Supplemental Services:</u> The LEA mails letters informing parents of Supplemental Education Services (SES) to all Socio-Economically Disadvantaged (SED) students at all PI schools year two and beyond. The parents can attend a district fairs to meet with and then select their top three providers. Bussing from their home school is provided for all parents wishing to attend the fair when it is not housed at their home school. Parents can also access applications from their site principal. Students are placed according to their choices whenever possible. When the demand exceeds the funding available or space with providers, students with greatest academic need are given priority.</p>

### Additional Mandatory Title I Descriptions (Cont.)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
<p>Requirements</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.</p>	<p>(If described in Goals 1 or 3, indicate page number[s] 27-31, 66-67).</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>(If described in Goals 1 and 2, indicate page number[s] 35-36, 59-61).</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Early Reading First</li> <li>d. Other preschool programs</li> <li>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.</li> </ol> <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 70-72) have been addressed.</p>	<p>The district serves pre-school children with seven state preschool programs and thirteen district preschool classes. State preschool programs are coordinated at the LEA level through the Family Child Education Department. Coordination between pre-school teachers and site general education staff is just beginning with the initiation of Transitional Kindergarten.</p>

## **Assurances**

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

### **General Assurances**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable 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 such 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 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 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).