

(Rev 03-13)

California Department of Education

Improvement and Accountability Division

County/District Code

Colton Joint Unified School District

Dates of Plan Duration:

(should be up to three years)

36 67686

Oct-2ree

(CDE use only)

District Profile

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

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

All schools improved in the number of students passing the classes at semester. Students were provided instructional support using CCSS strategies that focused on skills that support the Performance Task requirements and implemented online instructional management programs to allow greater student collaboration and teacher feedback.

Mathematics Programs Changes and Data

The elementary and second benchmarks were developed using SBAC design and focused on constructed responses style questions.

The inclusion of kindergarten students reflects the implementation of the CCSS. The students in K-2 grades achieved a little higher than anticipated. The early success of all these students were in tests with DOK levels 1 and 2 questions. As benchmark 3 and 4 focused more on DOK levels 2 and 3 more students struggled with applying the concepts and explaining their strategy for the answer selected.

Grades 3 – 6 students struggled with the changes in materials being taught under the new pacing guides. Benchmark 3 provided the clearest results to base our improvements on. Fifth graders more than doubled the number of students scoring proficient, with fourth graders making a 50% improvement in the number who score proficient or higher.

The secondary benchmarks were administered at the end of each major unit of study and each course had different dates to administer the benchmark tests. Final exams were also given. The secondary math results on benchmarks are a combination of Math 7, Advanced Math 7, Math 8, Algebra I, Algebra II and Geometry classes. Benchmark 1 showed only 10.25% of the students were proficient or advanced. benchmark 2 increased to 21.3% and benchmark 3 to 22.83%. This increase was supported by the increase in the number of students passing secondary math classes at the end of each semester.

Algebra I had classes at 4 middle schools and the high schools. The students' increased from 12 to 25% scoring proficient or advanced by benchmark 3. In 2012-13, 66% of students enrolled in Algebra I passed with a grade of "C" or better on their first attempt.

Geometry and Algebra II students made progress with DOK level 2 and 3 questions and increased the number of students passing on the benchmark tests throughout the year. The drop on the benchmark 3 Algebra II exam can be attributed to have more level 4 questions.

English Learners

AMAO 1 – The percentage of ELs making annual progress in learning English went up from 57.0% in 2013-14 to 58.4% in 2014-15. This is slightly below the AMAO 1 target of 60.5%. The goal for 2015-16 is 62%.

AMAO 2-The percentage of ELs attaining English proficiency on the CELDT who were enrolled in the district for fewer than 5 years in 2014-15 was 26.2%, exceeding the 2014-15 AMAO target of 24.2%. Since the district exceeded this goal, the goal for 2015-16 for this cohort will be 30%. This is higher than the actual AMAO goal of 25.5%. In 2014-15, 50.2% of students in the district more than five years attained English proficiency level. This was slightly below the AMAO target of 50.9%. The goal for 2015-16 is 52.8%.

AMAO 3 requires the EL student group to meet the annual ELA and mathematics proficiency criteria of AYP. Secondary ELs are also required to meet the graduation criteria of AYP. The District has not met AMAO 3 in five consecutive years and is currently implementing a Title III Year 4 improvement plan. During the transition period of state-administered test

Counselors have proven to be instrumental in improving parent involvement and will continue to provide Spanish parent informational workshops on how parents can support their children at home. Parent surveys reflect the need to provide more field trip opportunities to higher institutions, more opportunities to participate in Pathways, A-G, EAP, Algebra and ultimately, graduation.

There is a need to increase the number of English learners in enrichment and rigorous courses. At the middle school level, there is a need to begin preparing 7th & 8th grade ELs for college, vocational and career opportunities that are available for the when they enter high school.

El.30599976 0 TsTD (there)Tj ()Tjj 4.24199907 0 Td (isTj 2700

Local Measures of Student Performance

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

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

Local assessments developed by the district and aligned to state standards and district grade level or course level pacing guides are used to monitor student achievement. District benchmark assessments aligned to state standards are given 4 times per year K-6 and 4 times per year 7-12. Diagnostic and screening assessments (such as DIBELS) are used in elementary grades. Curriculum-embedded assessments and ELD Benchmarks for ELs, are also used for placement in intervention programs and progress monitoring. Students in need of intensive support in grades K-6 have additional progress monitoring every 2 to 3 weeks in ELA. The assessments are required and used by teachers, instructional coaches, and administrators, as well as district administrators, to monitor student progress.

Goal IA: Proficiency in Reading/Language Arts

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Purchase and monitor the full use of Common Core grade level and subject aligned materials for all students.	September 2015-September 2018 Assistant Supt. Educational Services Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education Site Administrators TOAs E/RLA Teachers	Textbooks Instructional Materials	\$1,600,000	One-time funds
Support the use of supplemental materials to meet the needs of all students and provide extra support for struggling students.	September 2015-September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education Site Administrators	Instructional Materials Books	\$767,975 \$923,961	Supplemental Title 1
Use assessment results to plan and provide intensive, individualized intervention support to students reading below grade level, including students with disabilities, and/or English learners.	September 2015-September 2018 Directors Education Services TK-6 & 7-12 Site Administrators	Extra duty Materials Online programs	\$241,191 \$10,000 \$69,526	Title 1 & Supplemental
Review, refine, distribute and monitor use of grade level or subject pacing guides for				

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
---------------------------------	-------------------------------	----------------------	----------------	----------------

instructional

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
---------------------------------	-------------------------------	----------------------	----------------	----------------

Provide teacher & student access to technology to

Goal IB: Proficiency in Mathematics

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned(including technology-based, as appropriate) instructional materials.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Purchase and monitor the full use of secondary Common Core aligned materials for all students.	September 2015-Assistant Supt. Educational Services Directors Educational Services: - Secondary, Language Support Services, and Special Directors Educational TD (Ser			

Purchase and monitor the full use of Common Core grade level and subject aligned materials for all students.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Title 1	Site Administrators			
District level Curriculum Program Specialists will provide mathematics staff development to teachers and school administrators.	Monthly September 2015- September 2018 Directors Educational Services: - Elementary, Secondary, Language Support Services, and Special Education; School Imp. & Acct. Site Administrators	Salary & benefits Substitutes Materials	\$261,658 \$438,809 \$3,565 \$196,240 \$10,000	Title I & II Title 1 Title 1 Title II Title 1
Support secondary students with study skills	&h5iET Q q 1 0 0			

Goal 1C: Proficiency for High Priority Students

Proficiency for High-priority Students Not Meeting Standards

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

Proficiency for Students with Disabilities

1. Strategy: Teacher Collaboration
Provide opportunities for collaboration between general education and special education teachers.
2. Strategy: Academic Support
Provide academic support to meet the specific needs of SWDs in the core instructional program.

Proficiency for English Learners

- } LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).
- } LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
---------------------------------	-------------------------------	----------------------	----------------	----------------

Grade level or subject alijan 23.29800034 | -0.5 23.2980003an m 282.5 0 | 2(fl

Goal ID: Effective Teaching and Administration (Leadership)

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).
2. Strategy: Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers.
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.
4. Strategy: Preparing for Transition to CCSS
Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page: <http://www.cde.ca.gov/re/cc/>.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District will support the instructional alignment of E/RLA Common Core grade level/subject standards by continued training for principals, assistant principals and teachers to know and understand Common Core standards-based instruction.	Director School Improvement & Accountability Directors Educational Services Director Language Support	Substitutes Materials Professional Book Professional	258,000	

Goal IE: Implementation and Monitoring

1. Strategy: Parent and Community Involvement
Involve and engage staff, parents, and community groups in academic improvement strategies.
2. Strategy: Articulation Among Educational Levels
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
3. Strategy: Program Monitoring
Monitor program effectiveness.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Schools' ELAC and SSC will meet to discuss and monitor the district's progress in accomplishing the action steps.	September 2015 through September 2018 Director School Improvement & Accountability S.3 W n q 1 0 06 0 0			

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Collaborate with early childhood programs to provide services to pre-school age children and parents in preparation for Transitional Kindergarten or Kindergarten.	Director School Improvement & Accountability Director Preschool Site Administrators	N/A	N/A	N/A

Goal IF: Support for Schools in Corrective Action

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

Description of Specific Actions

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
implementation.	Director School Improvement & Accountability Director Language Support Servic 0 0 -1 14.5739994 166..			

Goal 2A: AMAO 1 – Annual Progress in Learning

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Develop a Curric & Inst Expectation Guide clarifying 1) curriculum materials 2) designated minutes and 3) differentiated instruction to be in place during Designated ELD.	Principals, Assistant Principals, EL Site Leaders September 2015 Director of Language Support Services			
Inventory ELD materials at sites: Houghton Mifflin ELD ancillary materials, Hampton Brown Into English, English at Your Command, Standards Maps, realia, etc. to order for the 2015-16 school year. EL Site Leaders will survey their sites to determine the need for additional supplemental ELD materials needed in order to implement the 2012 adopted ELD Standards effectively. A committee of EL Site Leaders from all schools will be involved in the process of reviewing, piloting and selecting appropriately aligned ELD materials.	September 2015-September 2016 Elementary Principals, Assistant Principals, EL Site Leaders, Secondary Principals, Assistant Principals, EL Site Leaders, Director of Language Support Services, EL Curriculum Program Specialists			
Site principals will conduct weekly classroom walkthroughs to ensure instruction is addressing the needs of English learners: Structured and purposeful student interactions, Scaffolds to address the 2012 ELD Standards therefore providing access to Common Core. Site principals will observe and verify appropriate ELD instruction including strategies that address language acquisition expectations appropriate to the specific level of each student and the demands of the Common Core. Site administrators will Interpret/calibrate data from walkthroughs to measure the rigor and effectiveness of their teachers' ELD lesson delivery. As a result of these observations, administrators will provide support to teachers in the form of: collaboration time, offering District coaching resources, follow-up activities that add clarity to the state				

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers will learn to use formative assessment as a "process" of monitoring and accelerating Language acquisition instead of focusing assessment as a product that is used after the learning has ended. This will entail initial PD and follow-up trainings.	September 2015-September 2018			

Goal 2B: AMAO 2 AMAO

Description of Specific Actions

Persons Involved/

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
are receiving the appropriate level of support.	Services Elementary and Secondary Principals			
A course was written specifically to meet the needs of LTELs in 7th & 8th grades using Dr. Kate Kinsella's English 3D curriculum designed to accelerate language development for English learners. This course is in its third year of implementation. LSS will provide on-going support to teachers teaching this curriculum in the form of co-planning/co-teaching, analyzing student data reports, improving rigor. Dr. Kinsella's Academic Vocabulary Toolkit is also being used at all middle schools to help ELs master High-Use Words for Academic Achievement, to prepare them to become agile communicators in the Common Core State Standards era and to expand understanding of new words with embedded grammar and syntax targets and to teach words in any order for cross curricular needs.	September 2015 -September 2016 On-going EL Curriculum Program Specialists	N/A	N/A	N/A
PLCs will be scheduled throughout the year as a support to English 3D teachers. The focus will be on practices that increase students' accurate use of academic language orally and in writing. Pacing guides will also be reviewed and revised as needed.	Curriculum Program Specialists, English 3D Teachers.	Substitute costs	\$800.	Title III
Placement of English learners going from 6th to 7th and from 8th to 9th will be determined by multiple measures including CAASPP, CELDT, DIBELS, DRI and Writing. This list will be generated by LSS staff recommending placement for ELD, Core, Pathways, AVID and/or other rigorous and challenging courses. Secondary principals will use this information to develop their Master Schedule ensuring these student placements.				
Articulation meetings will be scheduled to ensure proper placement of ELs as they transition from 6th to 7th and from				

Goal 2C: AMAO 3 – AYP for EL Subgroup

- 1. Strategy: Accountability
Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).
- 2. Strategy: English-language Arts

Goal 2D: High Quality Professional Development

1. Strategy: PD for Teachers
Provide research-based PD designed to improve the instruction and assessment of ELs.
2. Strategy: PD for Administrators
Provide research-based PD designed to improve the instruction and assessment of ELs.
3. Strategy: PD for Other Personnel
Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide PD to all elementary teachers and secondary ELA/ELD/Core teachers on the new ELA/ELD Framework and ELD Standards. One focus will be on "Designated" ELD instruction (a specific, protected time during the school day in which teachers use the CA ELD Standards to attend to ELs' particular English language development needs. During this time, students should be grouped by English language proficiency levels). A second focus will be on "Integrated ELD" in which English learners will receive access to the common core using the 2012 ELD Standards. Teachers will receive training on how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.</p> <p>The district will continue to fund three Curriculum Program Specialists to provide PD focused on improving instruction for English learners. These Specialists will provide teachers with PD and coaching on scaffolding strategies to use in their classrooms in order to differentiate instruction to meet the specific needs of ELs.</p> <p>Elementary Teachers will receive three days of PD on the following topics:</p> <ul style="list-style-type: none"> • Understanding and implementing pedagogical shifts to support ELs • Interacting in Meaningful Ways • Learning about how English works • Foundational Literacy Skills • Key Elements of a "Designated" ELD Lesson • Integrated ELD across disciplines • Scaffolding Levels-Substantial, Moderate and Light. • Formative Assessments as a process, not a product <p>Secondary teachers will receive a one-day training on the following topics:</p> <ul style="list-style-type: none"> • Understanding and implementing pedagogical shifts to support ELs • The three parts of the 2012 ELD Standards • Integrated ELD across disciplines • Scaffolding Levels-Substantial, Moderate and Light. 	<p>September 2015-2016 Director of Language Support Services Director of Assessment & Accountability Directors of Elementary & Secondary Curriculum</p> <p>EL Curriculum Program Specialists</p>	<p>2 Elementary ELD Curriculum Program Specialists 1 Secondary ELD Curriculum Program Specialist Salaries and Benefits</p> <p>Substitute costs</p>	<p>\$310,000</p> <p>\$87,500</p>	<p>Title III</p> <p>LCAP Title I Title III</p>

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
---------------------------------	-------------------------------	----------------------	----------------	----------------

- Formative Assessments as a process, not a product
- How to support English learners in developing the characteristics listed on the CJUSD Graduate profile.

District CPSs will provide follow-up coaching to

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Arrange for teachers to visit other classrooms to enhance their knowledge of effective instructional strategies. High performing schools with successful programs for English learners will be selected and visits will be arranged through the LSS Department..	September 2015-2016 Director of Language Support Services			Title III

Goal 2E: Parent and Community Participation

1. Strategy: Parental Participation
Promote parental participation in programs for ELs.
2. Strategy: Community Participation
Promote community participation in programs for ELs.

Description of Specific
Description

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
will participate in Read-Alouds and Book talks with parents from different sites.	Director of Language Support Services			
LSS will send a notice reminder to all DELAC reps. An additional teleparent message will also be sent a day before. Translator will send out a teleparent message in Spanish to all DELAC reps the day before DELAC meetings indicating topics that will be covered.	September 2015-2016 Director of Language Support Services	N/A	N/A	N/A
Spanish parent website will be updated monthly with crucial information such as: DELAC meeting schedule, agenda and minutes . Provide IT with monthly updates LSS will provide IT with updates to include on the District Spanish website.	September 2015-2016 Director of Language Support Services Interpreter/Translator	N/A	N/A	N/A
EL Counselors will provide DELAC parents with presentations on topics such as: AB540, Scholarship deadlines, a-g requirements, 4 year academic plans, etc...	September 2015-September 2016 EL Counselors	Three EL Counselors (30%)	\$92,000	Title III
Parents will be active participants in workshops and field trips to colleges in order to better prepare them to help their kids meet graduation requirements.	September 2015-16 Director of Language Support Services	Three EL Counselors (30%)	Costs indicated above	Title III
Parents will receive a Series of STEM workshops on how they can help their students at home in the fields of Science, Technology, Engineering and Mathematics.	September 2015-2016 Director of Language Support Services			
Parent members of DELAC will conduct a yearly needs assessment identifying what EL programs/services they would like to increase or improve that will ensure ELs academic success. A parent workshop schedule will be developed with the different topics for the 2015-2016 school year.	October			

Goal 2F: Parental Notification

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

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	N/A	N/A	N/A	N/A

The district informs parents:

- a. All parents of English Learners and students are notified in writing of their child's English and primary language proficiency test results. Parent notification is provided in English and the primary language, whenever possible. Provisions are made and documented to ensure

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>provided for students with disabilities and all those provided for English Learners. Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP).</p> <p>h. At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction. The district provides full written descriptions of the educational program choices and of all the educational opportunities available to the student. Staff is available to communicate orally upon parent request. When an identified EL enrolls, the school informs the parents about their child's placement in an English classroom and their right to an alternative program.</p>				
<p>Parents of all continuing K-12 students are notified of their student's program placement once a year. New students enrolled after beginning of year receive a letter explaining the program placement of their students no later than 30 days after the beginning of school. Letters are translated as required by law.</p>	N/A	N/A	N/A	N/A
<p>The district notifies parents via US Mail if it has failed to make its Annual Measurable Achievement Objectives (AMAOs) within thirty days of such failure.</p>				

Goal 2G: Services for Immigrant Students

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

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The district was not eligible to receive Title III Immigrant funds in 2014-15. However, the district will receive an allocation for 2015-16. These funds will be used to provide supplemental instructional materials that will allow Newcomers to access CCSS and to accelerate their English language acquisition.	September 2015-June 2016	Supplemental instructional materials.	\$16,99.18	Title III Immigrant
Provide support to classroom teachers on language acquisition strategies that will dramatically accelerate their students' English skills.	September 2015-September 2016	three EL Curriculum Program Specialists Salaries & Benefits	Cost referenced above	Title III LEP
EL counselors will provide on-going supplemental services to ELs and their parents to ensure English learner students remain on track in their course work and career education goals.	September 2015-September 2016	Three EL Counselors Salaries & Benefits	Cost referenced above	Title III LEP LCAP
Three high school ELA/ELD teachers on assignment will provide timely intervention and support for EL students functioning below		three EL Curriculum Specialists	Cost referenced above	

Goal 3: Highly-Qualified Teachers

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

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Monitor hiring practices to continue to hire only teachers that are highly qualified.	September 2015-September 2018 Human Resources Division	N/A	N/A	N/A
Provide existing secondary Special Education teachers access to VPSS to meet Highly Qualified status	September 2015-September 2018	VPSS class registration	\$4,500	Title II

Goal 5A: Increase Graduation Rates

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide academic support and increase learning opportunities such as English and math intervention classes and extend time before or after school, Saturdays and summer school.	High school counselors, site administrators, Director 7-12 Educational Services August			

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Recruit ELs to participate in various activities throughout the year, such as Extreme Camp, Inland Empire Future Leaders Youth Conference, EMS Fire Boot Camp, Police Boot Camp, Electrical Engineer Boot Camp, Girl Scout Engineering Summer Program.	Director of Language Support Services EL Counselors			
<p>Establish clearly defined and distinct program pathways for English Learners and interventions and support to overcome any barriers that may be preventing them from succeeding in rigorous courses. These pathways will include Bi-literacy Seal, Linked Learning, AVID, A-G.</p> <p>Provide support systems to propel EL's in their academic and career aspirations such as enrollment in honors/AP classes, participation in EAP, summer enrichment programs, college/career exploration events. Provide opportunities for students who may need additional support in satisfying A-G requirements.</p> <p>Parent workshops in Spanish will be scheduled at the four middle schools for parents of EL 8th graders. This workshop will educate parents on the demands of high school courses and on how to keep their students on track to graduation for the next four years.</p> <p>LSS will identify ELs whose indicators suggest they would be strong candidates for Honors/AP classes. EL Counselors will review data and student records and reach out to these students and their parents to encourage enrollment in rigorous courses.</p> <p>English teachers will form a Summer School Honors Book Club with 9th grade Honors English candidates to help them prepare for Honors English classes. Students will be provided with basic materials they need to meet the 9th grade Honors English Summer requirement.</p>	<p>September 2015-September 2016 Director of Language Support Services EL Counselors</p> <p>September 2015-September 2016 Director of Language Support Services EL Counselors</p> <p>March 2016 EL Counselors</p> <p>January-March 2016 EL Counselors</p> <p>July/August 2016 English Teachers</p>	<p>Director of Language Support Services EL counselors</p> <p>Director of Language Support Services EL Counselors</p> <p>Director of Language Support Services EL Counselors</p> <p>EL Counselors</p> <p>EL Counselors, Extra Duty, Instructional materials</p>	<p>Cost referenced above</p> <p>Cost referenced above</p> <p>Cost referenced above</p> <p>Cost referenced above</p> <p>\$2,500</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>

Goal 5B: Decrease Dropout Rates

Description of Specific Actions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Implement work based learning continuum opportunities.	High school			

District Budgets for Federal and State Programs

District Budget for Federal Programs

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	\$1,534,132	\$5,978,294	\$6,385,562	85%
Title II Part A Teacher and Principal and Recruiting	\$53,661	\$869,906	\$766,503	83%
Title III Limited English Proficient	\$122,389	\$541,111	N/A	N/A
Title III Immigrant Education	0	\$17,341	\$17,341	100%
Career Technical Education	0	\$186,352	\$186,352	100%
IDEA, Special Education	0	\$4,933,845	N/A	N/A
Other (describe)				

District Budget for State Programs

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 (%)
Child Development Programs	0	\$359,619	N/A	N/A
LCAP Supplemental & Concentration		\$18,038,053	N/A	N/A

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.	attending a community day program within our district's boundaries.

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."

Using the results from the annual Title II professional development needs assessment, the district will coordinate and conduct workshops for teachers, administrators and support personnel.

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	All parents are notified of school and district PI status through letters sent home in both English and Spanish at the beginning of each school year; This information is also on the district website. When the window opens for student Choice Transfers, parents of students enrolled at a PI school are sent home district letters advising them of the Choice option. Parents of students at a PI Year 2+ school are also sent a second letter inviting them to apply for free tutoring dependent upon free or reduced lunch status and district benchmark scores.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Parents are invited to return completed applications for Choice. Once the window closes, students are assigned to the school of Choice for the net school year. Parents are notified by mail. The district maintains an open enrollment for free tutoring throughout the year as space is available. Applications and provider lists are sent home to parents. Free tutoring is ri

Assurances

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

General Assurances

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their(8c.rentingthe

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

