

Elementary and Secondary Education Act

Lancaster School District

LOCAL EDUCATIONAL AGENCY PLAN

2017-2022

Board Approved

June 20, 2017

Elementary and Secondary Education Act Corrective Action

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

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Lancaster School District

County/District Code: 19-64667

Dates of Plan Duration (a three- to five-year plan): 2017-2022

Date of Local Governing Board Approval:

District Contact Information:

District Superintendent: Michele Bowers, Ed.D.

Address: 44711 N. Cedar Ave

City: Lancaster

Zip code: 93534

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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.

Michele Bowers, Ed.D.

Printed or typed name of Superintendent	Date	Signature of Superintendent
Sandra Price, President		

Printed or typed name of Board President	Date	Signature of Board President
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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.

Lancaster School District is comprised of 21 schools with approximately 14,109 students in TK through 8th grades, as follows:

A population of 11,551 students in our free and reduced lunch program (82%), 11,914 students who are classified as socio-economically disadvantaged (84.44%), 2,552 English Language Learner students (18.08%), 459 foster students (3%), and 767 homeless students (5%). Our district demographics are reflective of the greater Lancaster community and are comprised of 7,504 Hispanic students (53.19%), 4,020 African American students (28.49%), 1,975 White students (14.00%), 203 students who claim Two or More Races (1.44%), 201 Filipino students (1.42%), 129 Asian students (.91%), 53 American Indian/Alaskan Native students (.38%), and 26 Pacific Islander students (.18%).

Lancaster School District is located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Most of the District's 82.5 square miles lies within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County.

Educating Antelope Valley youth since 1885, we believe the District provides excellent educational opportunities for the more than 14,000 students who attend our schools. We have one alternative education school, currently two alternative education (STAR) programs at two of our middle schools, one elementary alternative education program (Cubs). We have one STEAM school and four middle schools that have various course offerings such as Spanish classes, music, band, choir, STEM, and AVID classrooms. There are 14 elementary schools, and five middle schools. In addition, we serve over 800 students in our preschool program. All of our schools and preschool operate on a traditional schedule. Our mission is to create options and excellence in education, empowering all students to reach their full potential. Furthermore, in order to address behavioral issues of students, we have trained all of site and district staff in PBIS. All students are provided with access to social emotional learning through the Second Step program.

The District is an active participant with the seven other Antelope Valley elementary districts and the high school district to provide quality programs. Teams of teachers and administrators from these districts meet monthly to articulate the K-12 programs.

Well-maintained school buildings and grounds reflect the importance which the District places upon providing a safe and welcoming environment for students, staff, and parents.

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.

Lancaster School District has embarked on a concentrated effort to combine the LEA Plan, Strategic District Plan, and LCAP under one unified plan. All plans flow into the LCAP, which describes how we will meet annual goals for all pupils, addressing state and local priorities; pursuant of Education Code, Section 52060(d) and aligned with LEA Plan, Section 1112 of the ESEA.

The Lancaster School District gathered and incorporated input from all stakeholder groups, including parents, students, teachers, administrators, other school personnel, local bargaining units, community members, and the Board of Trustees. Stakeholders were invited to participate through several means, including but not limited to: flyers, District and school websites, Connect-Ed messages, email, school announcements, as well as through District and site parent advisory groups. In order to receive feedback and understanding on district wide programs, we provided for a listening campaign entitled “Lancaster’s Listening.”

Stakeholders were invited to complete input cards, participate in meetings, surveys, and study sessions. Town Hall meetings were held in a variety of locations throughout the District and in conjunction with family nights that highlighted and supported student learning from Early Childhood Education through Middle School.

All LEA/LCAP/LCFF meetings provided detailed information regarding Title I and LCFF funding, including details specific to Lancaster School District. The identification of California’s eight State Priorities are linked to both plans.

Needs assessments of all stakeholders indicated patterns and trends that showed a need for the following:

- Lower class sizes
- Increase in incentives for students to come to school
- Increase in parent involvement and communication
- The need for the district office to hold sites accountable for student achievement
- An increased need for teachers to communicate with parents regarding the academic and behavioral progress (either negative or positive) for their students.
- More hands-on teaching experiences
- A parent newsletter that is regular (possibly monthly) highlighting good things and suggestions for their students, as well as to build awareness.
- Building parent networks
- Getting teachers to want to engage with parents
- Increase in differentiation opportunities for their Gifted and English Learner students.

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

Grade level reading targets were defined and developed using BPST and lexile benchmarks. Writing rubrics by genre for essay and short constructed response were used to align to literacy claim and target in ELA and extended to Science, Social Studies, and Math to build literacy across content areas.

Students have made progress in demonstrating grade level proficiency in literacy with third grade and seventh grade serving as district indicators of progress toward established goals.

Math proficiency was addressed locally by identifying fifth grade progress indicators. Grade level math benchmark assessments have been developed to monitor student progress.

Acquired data is used to determine student weaknesses, re-teach individual strands and to modify teaching strategies. Increase in access to technology support with ELA and Math continues to be a priority for assisting students in meeting state and local academic standards. Instructional Coaches have implemented Multi-Tiered Systems of Support (MTSS). They work to identify and provide Common Core State Standards (CCSS) aligned intervention strategies, materials, resources and programs that support CCSS mastery by all students.

All students have access during Personal Learning Time (PLT) to address deficiencies thru adult support, using intervention materials or accessing technology based on intervention programs such as Read 180, iRead and Imagine Learning.

Goals and Strategies

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by school year 2018-2019.

- Maintain 100% appropriately assigned credentialed teachers.
- 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School District's teacher support and induction program.
- 100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core State Standards in compliance with the Williams Act requirement.
- By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in English language arts
- By the end of 2017-18, Lancaster School District will establish a grade level proficiency baseline data point for K-2 using a district determined reading foundational assessment.
- By the end of 2017-18, 40% of all third-eighth grade students will score in the adequate or thorough lexile performance band.
- By the end of 2017-18, we will identify and provide 100% of all students who have not met their grade level reading lexile proficiency target with reading intervention, in order to support them in attaining their reading target.
- By the end of 2017-18, the number of students who are in a technology based intervention who meet or exceed their lexile growth target will increase by 5%.
- By the end of 2017-18, we will identify a common district writing assessment to establish a baseline measure for writing in grades 4-8.
- By the end of 2017-18, we will identify and use a local pre and post assessment in order to establish a grade level proficiency growth baseline in grades K-8.
- By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in Mathematics.
- Learning gaps for identified student groups (EL, Homeless, Foster Youth, Low Income, African American, and Special Education) will decrease by 10% annually as indicated on local and state assessment data.
- 100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.

Goal 1	Activities to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed	Responsible Person
<p>Goal 1A: Proficiency in Reading/Language Arts</p> <p>Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success for all students including underserved such as Homeless and Foster Youth.</p>	<p>Maintain 100% appropriately assigned credentialed teachers and administrators.</p> <p>100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School District's teacher support and induction program.</p> <p>Continue to ensure all teachers are appropriately credentialed per CTC current regulations.</p> <p>All teachers will be supported in teaching the CCSS, or state approved alternative standards for students with severe disabilities. All students will be provided and will utilize state adopted curricula and materials, including integration of technology and culturally responsive/relevant instruction. This will ensure that all students have access to the curriculum and technology necessary to be successful.</p> <p>Provide professional development supported by instructional coaches who will assist teachers with the implementation of a balanced lesson design with the daily integration of technology.</p> <p>Provide professional development to support the implementation of interdisciplinary Professional Learning Communities/Collaboration within and across content areas using data to inform instruction to meet all student needs.</p>	<p>Clear admin. credential Leadership Training</p> <p>Salary & Benefits</p> <p>Salary & Benefits</p> <p>Common Core Teacher Salary/ Presenters</p> <p>Materials</p> <p>Extra Duty Presenters Teacher subs Salaries</p>	<p>\$65,000 -Title II \$50,000 -Title II</p> <p>\$126,949.08 - LCFF/SC</p> <p>\$2,100,000 Title I</p> <p>\$200,000 Title II</p> <p>\$20,000 -Title II \$2,500.000 Restricted</p> <p>\$32,000 LCFF/SC \$160,750 Title I – SD</p>	<p>Administrator Teachers Assist. Supt.-HRS Dir. of HRS</p> <p>District Coach Teacher Induction</p> <p>Director of CIA Instructional Coaches</p> <p>Director of CIA Teachers Administrators</p> <p>Director of CIA Director of Special Programs Teachers Dist. Bil. Coord. AVID Chairs</p>

	<p>Students will demonstrate grade level proficiency on local English Language Arts assessments.</p> <p>Define and implement grade level reading targets for K-3rd Grade.</p> <p>Identify and use the results from the district writing assessment in 4th -8th grade to inform instructional practice.</p> <p>All teachers, classified staff, and administrators will be provided meaningful professional development opportunities designed to support student growth in Language Arts. Specific attention will be given to culturally responsive teaching strategies in order to effect positive educational outcomes for unduplicated pupils through professional development to include strategies such as GLAD, SDAIE and AVID.</p> <p>Teachers will integrate technology and use research-based strategies to enhance their English language arts lessons.</p> <p>Use the results of the universal screener lexile to place, support and progress monitor underserved students in technology based interventions such as Read 180, iREAD, and Imagine Learning. These interventions will be provided both during and outside of the school day.</p> <p>Site instructional coaches and Program Chairs will provide support with the implementation of Multi-Tiered Systems of Support (MTSS) in order to identify and provide CCSS designed intervention strategies, materials, resources and programs that support CCSS mastery for all students.</p>	<p>Substitutes AVID Training</p> <p>Salary & Benefits</p> <p>Materials</p> <p>Extra Duty</p> <p>Licenses</p>	<p>\$40,000 -Title I \$84,272 -Title I</p> <p>\$374,500 – LCFF/SC</p> <p>\$32,000 -Title I \$38,638 -Rest. \$20,000 -Lottery</p> <p>\$32,000 LCFF/SC</p> <p>\$27,000 -Title I</p>	<p>Director of CIA Inst. Coaches</p> <p>Instructional Coach Dist. Bil. Coord. Director of CIA</p> <p>Teachers Int. Coaches Dist. Bil. Coord. Director of CIA Dir. of Special Ed.</p> <p>Teachers Administrators Director of ASMT ASMT Chairs</p> <p>Director of CIA EL Coordinator SST Chairs EL Chairs</p>
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	Teachers will integrate technology and use research-based strategies to enhance their mathematics instruction	PLTW Training and Materials	\$35,000 LCFF/SC	Inst. Coaches Director of CIA Teachers Administrators Teachers, Dist. Bil. Coord. Administrators Inst. Coach Director of ASMT Teachers Administrators SST Chairs, Teacher, Administrators
GOAL 1C: Proficiency for High Priority Students	<p>All teachers will be supported in teaching CCSS or state approved alternative standards for students for severe disabilities.</p> <p>All students will be provided with and utilize instructional materials consistent with cycles of current frameworks for CCSS in reading and language arts and mathematics including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.</p> <p>Use the results of formative assessments in PLC's and in the Student Study Team Process (SST) and student work to guide instructional decisions, re-teach students for mastery and to support planning and/or appropriate interventions in collaboration between general education and special education teachers for students with disabilities.</p>	ELA/ELD adoptions	\$2,500,000 LCFF Base/ Restricted/ Lottery	<p>Director of CIA Dir. of Sp. Ed. Teachers Inst. Coaches</p> <p>Director of CIA Dir. of Sp. Ed. Teachers Inst. Coaches</p> <p>SST Chairs Teachers Administrators Ins. Coaches Dir. of Special Ed.</p>

	<p>Use the results of the universal screener to place, support and progress monitor underserved students in technology based interventions such as Read 180, iREAD, and Imagine Learning.</p> <p>Interventions will be provided both during and outside of the instructional day to students in TK through 8th including summer vacation as feasible.</p> <p>Provide professional development to teachers and administrators in the integration of technology, WICOR strategies and Thinking Maps to support math literacy across content areas.</p>	Training	\$19,415 -Title I	<p>Teachers Ins. Coaches Director of CIA</p> <p>Director of CIA Dist. Bil. Coord. Inst. Coaches Teachers</p> <p>Director of CIA Administrators Teachers</p>
GOAL 1D: Effective Teaching and Administration (Leadership)	<p>Provide professional development to support the implementation of a balanced lesson design which includes explicit instruction, modeled instruction, guided practice and collaboration, and independent practice with the daily integration of technology.</p> <p>Pre-school children will be prepared to transition to elementary school programs by providing parents with information on what to expect in kindergarten, what feeder school programs are available and what the curriculum looks like. Information will be provided on how to prepare children over the summer for transition.</p>			<p>Director of CIA Administrators Teachers</p>
	<p>Provide professional development to support the implementation of interdisciplinary PLC's that promote literacy across content areas, incorporating student data and classroom observational feedback.</p> <p>Provide professional development to teachers and administrators in the integration of technology, WICOR strategies and Thinking Maps.</p>	Consultant	\$30,000 -Title II	<p>Administrators Teachers Director of CIA</p> <p>Director of CIA Administrators Teachers</p>

	<p>All teachers will be supported in teaching the CCSS or state approved alternative standards for students with severe disabilities.</p> <p>All students (including underserved, homeless, and foster youth) will be provided with and utilize instructional materials consistent with cycles of current curriculum frameworks for CCSS including integration of technology to ensure all students have access to the curriculum and technology necessary to be successful in mathematics.</p>			<p>Director of CIA Inst. Coaches Teachers</p> <p>Director of CIA Inst. Coaches Teachers</p>
GOAL 1E: Implementation and Monitoring	<p>Partnerships with parents and guardians will be strengthened by increasing communication to support their children's education.</p> <p>Use multiple platforms/forums including phone application for communication, including technology to build positive relationships and increase engagement and communication with parents, guardians and the community.</p> <p>Provide access to academic programs and student support systems to parents at home using a home/district interface platform or educational program as feasible.</p> <p>Parents, students and community members will be consulted on District and Site Plan goals, actions, services and expenditures in order for administration to make informed decisions that increase student achievement, access to services and opportunities that lead to high school, college and career success for all students including homeless and foster youth.</p>	Materials	\$1,500 -Title I	<p>Administrators Teachers</p> <p>Director of Tech. Administrators Teacher</p> <p>Dir. of Tech. Director of CIA Teachers Administrators</p> <p>Administration SSC, DBAC, AAAC, SAC.</p>
	<p>Provide training for parents, students and community members on how to have collaborative conversations with school staffs that help foster consultation and</p>	Training	\$1,000 -Title I	Director of CIA Administrators

	<p>prioritize goals, actions, services and expenditures on site and district achievement plans.</p> <p>District will continue to provide support through ongoing professional development, administrative observation, feedback and monitoring effectiveness of all district implemented intervention and CCSS programs.</p>			<p>Director of CIA Administrators Teachers Inst. Coaches</p>
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All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading, language arts, and math by school year 2018-2019.

- There will be a 7% annual increase of EL students who will meet their AMAO-1 targets as indicated on the CELDT with an overall Federal Title III target of 59%.
- There will be a 7% annual increase of EL students identified as EL for five years or more who will meet their AMAO-2 targets as indicated on the CELDT with an overall Federal Title III target of 49%
- There will be an annual increase of EL students identified as EL for less than five years who will meet their AMAO-2 targets with an overall Federal Title III target of 22.8%.
- Reclassification rates for EL students will increase by 5% annually.
- Learning gaps for identified student groups will decrease by 10% annually as indicated on local and state assessment data.
- Suspension and expulsion rates for African American students will decrease by 10% annually reducing the disproportionality of suspensions and expulsions of African American students compared to other subgroups.
- Identification of African American students for Special Ed services will decrease by 2% annually reducing the disproportionality of African American students being identified for Special Ed services compared to other subgroups.

Goal 2	Activities to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed	Responsible Person
<p>Goal 2A: Accountability Measures.</p> <p>Progress in learning English.</p> <p>By August 2017, the percentage of ELs who gain at least one proficiency level on the CELDT will increase to meet the state-defined expectations for meeting CELDT criterion for English Learner Annual Progress in Learning English.</p>	<p>Through School Site Council (SSC), and with the advice from the English Learner Advisory Committee (ELAC), sites will write an ELD goal in their site plans that include EL progress monitoring.</p> <p>Site Administrators will view teacher lesson plans and visit classrooms regularly during core instruction to observe integrated ELD, and during Personalized Learning Time (PLT) to observe designated ELD.</p> <p>Structured English Immersion (SEI) teachers and English Language Mainstream (ELM) teachers will design and implement Designated and Integrated ELD instruction according to the English Language Development Standards for California Public Schools: <i>Kindergarten Through Grade Twelve</i> and Project</p>			<p>Dir. of Sp. Prog. Administrators EL Chairs SSC/ELAC</p> <p>Administrators Teachers</p> <p>EL Chairs Teachers Dist. Bil. Coord. Dir. of Sp. Prog.</p>

	<p>G.L.A.D.</p> <p>Sites will develop and implement a plan for monitoring and reporting EL progress in ELD and all content areas.</p> <p>Bilingual Para-Educators will be hired and trained to assist with CELDT/ELPAC administration, primary language assessment, completion of EL paperwork, and support of English Learners during integrated and designated ELD.</p>		<p>\$232,637 \$65,330 LCFF/SC</p>	<p>EL Chairs Teachers Administrators</p> <p>Bil. Para-Eds. Dir. of HRS Dist. Bil. Coord. EL Chairs</p>
<p>Goal 2B: Accountability Measures.</p> <p>English Proficiency</p> <p>By August 2018, the number of LSD ELs who have been designated as English Learners fewer than 5 years attaining English proficiency will increase in order to meet the state defined target percentage. The number of LSD English Learners who have been designated English Learners five or more years attaining English proficiency will increase in order to meet the state defined target percentage.</p>	<p>The Department of Special Programs will determine students eligible for reclassification, according to the developed criteria, and will notify sites in order to begin the reclassification process. Reclassification paperwork will be completed by bilingual para-educators.</p> <p>Students who are reclassified will be monitored for two years following their reclassifications.</p> <p>Through School Site Council (SSC), and with the advice from the English Learner Advisory Committee (ELAC), sites will write a goal for monitoring student progress toward English proficiency, which will include LTEL interventions.</p> <p>The Department of Special Programs will develop an MTSS plan to address the needs of students at-risk of becoming LTELS and students identified as LTELS.</p> <p>Sites will administer and analyze CELDT data to identify LTELS and students at-risk for becoming LTELS, according to the California Education Code 313.1 (Definition of Long-term English Learner) and will implement MTSS to implement and monitor LTEL</p>	<p>Salary & Benefits (Dist. Bil. Coord.)</p>	<p>\$126,949.08 LCFF/SC</p>	<p>Director of CIA Dist. Bil. Coord. Dir. of Sp. Prog. Dir. of ASMT</p> <p>Director of CIA Bil. Para-eds. EL Chairs</p> <p>Dist. Bil. Coord. Dir. of Sp. Prog. EL Chairs</p> <p>Administrators Dist. Bil. Coord. SSC and ELAC</p> <p>Director of CIA, Dir. of Sp. Prog. Dist. Bil. Coord. Dir. of Sp. Prog.</p>

	<p>intervention.</p> <p>Sites will provide LTELs and students at-risk for becoming LTELs with research-based interventions (e.g., English 3D, Read 180, Imagine Learning, etc.), according to the MTSS model.</p>	Materials	\$32,000 –Title I	Dir. of Sp. Prog. Administrators, Dist. Bil. Coord. Teachers
<p>Goal 2C: Accountability Measures.</p> <p>English/language arts progress.</p> <p>By August 2018, the percentage of English Learners attaining proficiency in English Language Arts will increase to meet the state-defined expectations, as measured by SBAC.</p>	<p>Teachers will work collaboratively to analyze data from the CELDT and frequent formative assessments to identify target EL student groups, in order to differentiate ELA instruction according to the CA ELD Standards and use of appropriate scaffolds (via SDAIE or GLAD strategies), ELs will continue to access the rigorous content area curriculum as prescribed by the CCSS.</p> <p>Teachers will provide integrated ELD via CA ELD standards, throughout all content instruction. Integrated ELD lessons will be strategically designed according to the current language needs of EL’s in the classroom.</p> <p>Through integrated ELD, students will access rigorous content of the curriculum, allowing them to learn English as they learn content through English. Appropriate scaffolding will be provided throughout all integrated ELD lessons (via SDAIE or GLAD strategies).</p> <p>Teachers will work collaboratively to analyze data from the CEDLT and frequent formative assessments to form flexible groupings for designated ELD. Students will be grouped for designated ELD, according to their current language needs.</p> <p>Designated ELD lessons will be strategically designed according to the CA ELD Standards and the proficiency levels of the ELs in the classroom. These lessons will derive from and build on core content instruction.</p>			<p>Teachers Administrators Dist. Bil. Coord. Dir. of Sp. Prog.</p> <p>Teachers Administrators Dir. of Sp. Prog. Dist. Bil. Coord. EL Chairs</p> <p>Teachers Administrators Dir. of Sp. Prog. Dist. Bil. Coord. EL Chairs</p> <p>Teachers Administrators Dir. of Sp. Prog. Dist. Bil. Coord. EL Chairs</p> <p>Director of CIA Dir. of Sp. Prog. Teachers Administrators</p>

	<p>Through designated ELD time, teachers will attend to the specific language needs of ELs in their classrooms. Appropriate scaffolding will be provided throughout all integrated ELD lessons (via SDAIE or GLAD strategies).</p> <p>Teachers will utilize specific, district-wide intervention strategies. Formal interventions may include use of iREAD, Imagine Learning, Read 180, English 3D, or Expert 21. Informal interventions may include use of Thinking Maps, paired reading, repeated reading, small group, instruction, etc.</p> <p>Teachers will closely monitor EL progress in all content areas and will initiate a Student Study Team if necessary. Through a Student Study Team, ELs will receive additional supports and interventions via the MTSS model.</p> <p>EL Chairs will support sites with testing, placement of English Learners, and implementation of integrated and designated ELD.</p> <p>Site Administrators will monitor implementation of differentiated instruction for English Learners (integrated ELD, designated ELD, and use of formal/informal interventions when necessary) by visiting classrooms, checking lesson plans, and monitoring student data.</p>	<p>Extra Duty</p> <p>Salary & Benefits (Dir. of Sp. Prog.)</p>	<p>\$32,000 – LCFF/SC</p> <p>\$134,531.31- Title I \$24,434.81– LCFF/SC</p>	<p>Director of CIA, Dir. of Sp. Prog. Teachers Administrators</p> <p>Director of CIA, Dir. of Sp. Prog. Dist. Bil. Coord. Administrators Teachers</p> <p>Teachers EL Chairs SST Chairs Dist. Bil. Coord.</p> <p>EL Chairs Dist. Bil. Coord.</p> <p>Dir. of Sp. Prog. Administrators Teachers</p>
<p>Goal 2C 1: Accountability Measures.</p> <p>By August 2017, the percentage of English Learners attaining proficiency in Mathematics will increase to meet the</p>	<p>Teachers will work collaboratively to analyze data from the CELDT and frequent formative assessments to identify targeted EL student groups. Math instruction will be differentiated according to the CA ELD Standards and use of appropriate scaffolds (via SDAIE or GLAD strategies). ELs will continue to access the rigorous content area curriculum as prescribed by the CCSS.</p>			<p>Teachers Administrators Director of CIA Dist. Bil. Coord.</p>

<p>state-defined expectations), as measured by SBAC.</p>	<p>Teachers will provide integrated ELD via CA ELD standards, throughout all content instruction. Integrated ELD lessons will be strategically designed according to the current language needs of EL's in the classroom.</p> <p>Through integrated ELD, students will access rigorous content of the curriculum, enabling them to learn math content through English Language Development. Appropriate scaffolding will be provided throughout all integrated ELD lessons (via SDAIE or GLAD strategies) in math and language arts.</p> <p>Designated ELD lessons will be strategically designed according to the CA ELD Standards and the proficiency levels of the ELs in the classroom. These lessons will derive from and build on core content math instruction.</p> <p>Through designated ELD time, teachers will attend to the specific language needs of ELs in their classrooms that address students achieving math proficiency. Appropriate scaffolding will be provided throughout all integrated ELD lessons (via SDAIE or GLAD strategies).</p> <p>Teachers will utilize specific, district-wide intervention strategies. Informal interventions may include use of Thinking Maps, small group instruction, etc.</p> <p>Teachers will closely monitor EL progress in all content areas, including math, and will initiate a Student Study Team if necessary. Through a Student Study Team, ELs will receive additional supports and interventions for math via the MTSS.</p> <p>EL Chairs will support sites with CELDT testing,</p>	<p>Math Consultant</p>	<p>\$30,000 –Title I</p>	<p>Teachers Administrators Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord.</p> <p>Teachers Administrators Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord.</p> <p>Teachers EL Chairs Dist. Bil. Coord. Director of CIA</p> <p>Teachers EL Chairs Dist. Bil. Coord. Director of CIA</p> <p>Teachers EL Chairs Dist. Bil. Coord.</p> <p>Teachers EL Chairs Bil. Para-eds Dist. Bil. Coord.</p> <p>Teachers</p>
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	<p>placement of English Learners, and implementation of integrated and designated ELD.</p> <p>Site Administrators will monitor implementation of differentiated instruction for English Learners (integrated ELD, designated ELD, and use of formal/informal interventions when necessary) by visiting classrooms, checking lesson plans, and monitoring student data in math and language arts.</p>			<p>EL Chairs Bil. Para-eds Dist. Bil. Coord.</p> <p>Administrators Teachers Dist. Bil. Coord.</p>
<p>Goal 2D: High Quality Professional Development.</p> <p>By June of 2017, teachers will be trained in AVID, and in the 2012 CA English Language Development Standards and strategies for implementation of integrated and designated English Language Development. In addition, all SEI and ELM teachers will be trained in the Guided Language Acquisition Design Model (Project G.L.A.D.) and how to identify Long-term English Learners (LTELs) and students at risk for becoming LTEL; interventions for these students; and the MTSS model as it applies to English Language Learners.</p>	<p>Professional Development will be offered to teachers on the ELD Standards for California Public Schools: <i>Kindergarten Through Grade Twelve</i> and how to utilize these standards to develop and implement Designated and Integrated ELD instruction.</p> <p>Guided Language Acquisition Design (G.L.A.D.) training and AVID strategies will be offered to teachers, as research-based programs to be used to implement Integrated ELD. All SEI and ELM teachers will be trained in Project GLAD and/or AVID.</p> <p>Professional development will be offered to teachers on identification of and implementation of MTSS for students at-risk for becoming LTELs and students identified as LTELs.</p> <p>Teachers will be trained in specific, district-wide intervention strategies to be used with struggling ELs and LTELs. Formal interventions may include use of iREAD, Imagine Learning, Read 180, English 3D, or Expert 21. Informal interventions may include the use of Thinking Maps, paired reading, repeated reading, small-group instruction, etc.</p>	<p>Salaries for Presenters & Teachers</p>	<p>\$52,500 LCFF/SC</p>	<p>Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord. Teachers</p> <p>Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord. AVID Chairs</p> <p>Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord. Teachers</p> <p>Dir. of Sp. Prog. Director of CIA Dist. Bil. Coord. Teachers</p>

	<p>Instructional coaches will provide ongoing professional development in the areas of ELD instruction for English Learners utilizing classroom demonstrations.</p> <p>Professional development will be offered to teachers on how to analyze data, as well as how to use frequent, on-going formative assessment to continually monitor the progress of ELs in their classrooms.</p>			<p>Dir. of Sp. Prog. Director of CIA Inst. Coaches Teachers</p> <p>Director of CIA, Teachers</p>
<p>Goal 2E: Parent and Community Participation.</p> <p>By June 2017, DELAC Participation will increase to 90% of schools as evidence by sign in sheets and meeting minutes.</p>	<p>The Department of Special Programs will schedule bimonthly DELAC meetings. Flyers will be sent home to notify parents of English Learners. In addition, a phone call will be made, reminding parents of the upcoming meeting. Childcare will be provided for all DELAC families.</p> <p>The Department of Special Programs will develop bimonthly ELAC agendas, which will be delivered to the EL Chairs at all sites.</p> <p>EL Chairs will receive stipends to ensure that the items on the ELAC agenda are covered, in addition to any necessary school-specific information.</p>			<p>Dir. of Sp. Prog. Dist. Bil. Coord. EL Chairs</p> <p>Dir. of Sp. Prog. Dist. Bil. Coord.</p> <p>EL Chairs</p>
<p>Goal 2F: Parental Notification</p> <p>Through DELAC and site ELAC meetings, LSD will provide parents with information regarding CCSS, SBAC testing, CELDT testing, RFEP criteria/procedures, school/district policies, programs available for ELs, data, and resources.</p>	<p>During DELAC and ELAC meetings, parents will be given information about CELDT administrations, SAC testing, RFEP criteria/procedures, data, school/district policies, and programs and resources available to English Learners (according to site plans). The Department of Special Programs will provide this information to EL Chairs.</p> <p>Parents of pre-school children will be invited to meetings thru flyers, posters in the community, and telephone calls in order to share district information on kindergarten programs to address both the educational and social-emotional development of their children as they transition to elementary school programs.</p>		\$1,000.00 LCFF	<p>Dir. of Sp. Prog. Dist. Bil. Coord. EL Chairs</p>

<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	<p>All EL students, including immigrant, will have additional differentiated instruction using specific SDAIE and GLAD strategies throughout the instructional day that focuses on academic language.</p> <p>Sentence frames will be used during core instruction as a scaffolded support for immigrant students to access writing and speaking skills.</p> <p>Immigrant students will be provided tutorials, mentoring and academic support designed to increase student achievement, including access to Common Core State Standards and English Language Proficiency; but not limited to educational software, curriculum materials, academic counseling, and other technologies.</p> <p>Students and parents will have access to outreach services provided by the District Welcome & Wellness Center, which will address educational and social-emotional needs during school and home life transition.</p> <p>Parents of immigrant students will be assisted in recognizing and utilizing community based organizations offering comprehensive immigrant family support, including but not limited to translating/interpreting services, family outreach, and literacy activities.</p>			
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District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	2015-16	2016-17	2016-17	2016-17
	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	\$769,561.00	\$4,536,900.00	\$3,402,276.00	75%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	\$141,833.00	\$46,805.00	33%
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Teacher and Principal and Recruiting	\$221,092.00	\$584,948.00	N/A	N/A
Title III, Limited English Proficient	\$0	\$212,863.00	\$212,863.00	100%
Title III, Immigrant Education	\$2,723.00	\$15,545.00	0.00	0.00
Title VI, Part B, Rural Education Achievement	N/A	N/A	N/A	N/A
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	0.00	0.00	0.00	0.00
IDEA, Special Education	0.00	\$2,786,999.00	\$2,612,481.00	94%
21 st Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe)				
TOTAL	\$993,376.00	\$8,279,088.00	\$6,274,425.00	76%

Additional Mandatory Title I Descriptions

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

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly-qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Needs assessments were conducted through the use of district surveys, community meetings, and stakeholders' meetings/input. Those committees are:</p> <ul style="list-style-type: none"> • Certificated/Classified Symposium • DELAC/ELAC • School Site Council • Family Nights/Forums • District Site Leadership Team (DSLTL) • Superintendent Advisory Committee (SAC) • District Budget Advisory Committee (DBAC) • LEAD for Access • Board of Trustees <p>See page #4</p> <p>See pages #7, 8, 9.</p> <p>See pages #7, 8, 9, 10</p> <p>See pages #6, 7, 8, 9, 10, 11, 17</p>

Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>See pages #6, 7, 8, 9, 10, 11, 17</p> <p>See page #11</p> <p>See page #10 (Goals 1) and page #18 (Goal 2)</p> <p>See pages #7, 8, 9, 10</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."

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.	Per new CDE transition plan posted May 2016. An alternative support plan was developed in the 2016-17 school year. This plan included the use of certificated personnel during the school day allowing students to access literacy skills through Literacy Labs at each site. All students who are in danger of becoming at risk or who are at risk have access to this course during the regular school day.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Per new CDE transition plan posted May 2016. An alternative support plan was developed.

Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	The District advertises on job websites, primarily Edjoin, participates in recruitment fairs, gives credit for previous teaching experience, and offers competitive salary schedules and benefit packages. Our retention consists of maintaining competitive salary schedules and benefit packages as well as longevity stipends.
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.	See pages #10, 11, 18
<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> <ul style="list-style-type: none"> a. Early Childhood Education (ECE) b. Services for children that are migratory, homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<ul style="list-style-type: none"> a. Early Childhood Education (ECE). The Welcome & Wellness Center will provide referrals to the ECE program where enrollment is processed. All available community service resources will be provided to parents of pre-school age children thru the Welcome Center and /or ECE office. Flyers regarding ECE school enrollment will be available at all school sites and the Welcome Center. b. The Welcome & Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services and provide access to additional community-social services for students, including all homeless, foster your, migratory, immigrant, limited-English proficient and children with disabilities.

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.
 - 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. 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.
12. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
13. Provide technical assistance and support to schoolwide programs.
14. 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.
15. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
16. 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.
17. 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.
18. 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.
19. 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.

20. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
21. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
22. 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.
23. 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.
24. 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) – SMARTER Balance Assessment Consortium (SBAC).
25. 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 - SBAC.
26. 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*.
27. 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.
28. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2) – School Accountability Report Card (SARC).
29. 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 II, Part A

30. 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

31. 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.
32. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency for Limited-English Proficient (LEP) subgroups.
33. The LEA is complying with Section 3302 prior to, and throughout, each school year.
34. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
35. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.

36. 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 (SBAC).

37. 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.

Additional LEA Plan Assurances

38. 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).