No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: 13-63099

Dates of Plan Duration (should be five-year plan):   2003-08, update for 2008-09

Date of Local Governing Board Approval:

District Superintendent: David Alvarez

Address: 901 Andrade Avenue

City: Calexico   Zip code: 92231

Phone: (760) 768-3800   Fax:

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

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

Printed or typed name of Superintendent   Date   Signature of Superintendent

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

Calexico Unified School District

Calexico Unified School District is located in the City of Calexico, which is a port of entry to Imperial County, situated on the United States—Mexico border. The city has a population of approximately 31,000, 98 percent of whom are of Hispanic descent. Calexico's sister city, Mexicali, the state capital of Baja California, Mexico, has a population of over 1 million. The economic and cultural similarities of both cities are strongly influenced by their proximity to each other and economic interdependence. The fact the Calexico is a border community has a tremendous impact on the schools in Calexico. There are three private schools with grades Kindergarten through twelfth grades, 12 public schools with grades preschool through twelfth, an adult education school and one community school. For the preschool-aged children there are more than 10 preschools and/or daycare centers that are not part of the public school system.

The Calexico Unified School District is comprised of seven K-6 elementary, three middle schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school (grades 9-12), and an adult education program. The October 2007 CBEDS data reflects a student population of 9,281 which shows a decrease of approximately 314 students in the past two years. Additionally, there are approximately 100 preschool-age students in our state-funded program and over 500 adult students in the adult education center. Ninety–eight (98%) of CUSD enter kindergarten with little or no English. The majority of the students are from low socio-economic background with more than 72% eligible for free and reduced lunch, 99% Hispanic descent, 1% other (predominant Asian) and 65% English Learners. The district has more than 800 employees with over 450 certificated, and 99% of the 412 classified staff members are bilingual (English/Spanish).

Calexico Unified School District's special education programs provide a full range of services designed to meet the needs of student referred by school sites within our district, state and federally funded preschool programs, private preschool programs, and other agencies within the district's attendance boundaries. The majority of students receiving services through the special education programs, provided by Calexico Unified School District, are mild-moderate or require designated instructional services. Special education teachers and designated instructional specialists (specialist in speech, adaptive physical education, resource specialist programming, school nurse, and registered nurses), use an individualized and innovated approaches for instruction in structures, positive environments. Students are served at instructional settings that include elementary schools, junior highs, comprehensive high school and alternative high school.

Special Education December 1, 2007 Reporting Cycle data indicates a special education student population of 772 students (ages 3-22) with CUSD as the District of Residence; 82% of the

students receive services within our district (636) and 18% (136) of the students are served through regionalized services. Of the number served by the district (636), 63% is classified as specific learning disabled, 19 % Speech/Language Impaired, 3% Mentally Retarded and the remainder of students fall within a low incidence category. Eighty percent of all special education participants are classified as an English Language Learner. Imperial County Office of Education special education programs provide services to students primarily with moderate to severe or low incidence disabilities. Collaboration between Calexico Unified School District, Imperial County Office of Education, and the Imperial County Special Education Local Plan Area (SELPA) ensures students to have access to services not available within our district. Imperial County Office of Education administers these regionalized services. Imperial SELPA provides coordination and oversight of services as well as monitoring of state and federal compliance.

By the nature of its proximity to the Mexican border and the high unemployment rate, CUSD is continually impacted by students who are recent immigrants to the United States. Our students are highly impacted with second-language acquisition needs, low socio-economics and high Migrant mobility. Over 20 percent are identified as migrants and approximately 8 percent are recent immigrants.

The entire District is undergoing a systemic and systematic program improvement process focusing in the areas of Standards Based Instruction, Assessment and Evaluation, Professional Development, English Learners Comprehensive Reform, and Parent and Community Involvement. Seven schools are in Program Improvement; however two exited this year and two did not advance. Student performance on the English Language Arts and Mathematics California Standards Tests has risen steadily since their inception. The percentage of English learners has declined over the past several years. The Single Plan for Student Achievement at every school is aligned to content standards in English Language Arts, English Language Development and Mathematics. The site plans describe the goals and activities, training, student interventions, parent education and participation.

By Fall 2008, a new comprehensive District English Learner Master Plan will be implemented as an integral component of the district wide program improvement efforts. During the 2006-2008 the District English Learner Committee comprised of representatives from each of the 12 sites have met to assess the delivery of services and revise the District English Learner Master Plan. This work is being accomplished with the guidance of the English Language Learner Coordinator who ensures that school site plans and district plans include procedures that ensure quality services to English Learners.

The District commits many resources to provide services and support to the students, staff and parents including Community Based English Tutoring and After School Education and Safety Program, and others. In addition there are very strong partnerships have been established throughout the years to support the well being of students, parents and staff. There is a strong collaboration with agencies such as Imperial County Office of Education, Imperial Regional Opportunity Programs, City of Calexico, Imperial County Behavioral Services, Imperial County Probation Department, Imperial County Social Services, Calexico Neighborhood House,

Calexico Housing Authority and San Diego State University, Calexico Campus and Imperial Valley College.

CUSD is committed to providing a high quality educational program to all of our students that is delivered by highly qualified staff and promotes active participation of parents in all areas of the educational process.

Motto is: We must have one single driving priority: the academic achievement of our students...

Mission: We are committed to increase student achievement through a purposeful and effective instructional program that engages all students in academically rigorous learning. All staff will be supported in the development of knowledge and skills to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social and career goals.

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

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

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

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

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

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

CUSD assesses K-6 core reading in English and Spanish using Houghton Mifflin theme tests the results of which are recorded in an electronic data base and used to assess student progress in mastering English language arts skills. In addition, the district has developed benchmark assessments in reading and language arts across K-9 grade levels and in selected English and mathematics courses at the secondary level. Diagnostic reading tests are used when student performance indicates that a more extensive review of student competencies is needed to inform instruction. ADEPT and LAS assessments are used to measure progress in English language acquisition.

All K-12 special education students are evaluated individually triennially by a multi-disciplinary team, by teachers and specialists annually, and on an on-going basis for instructional decision-making. Evaluations include screenings, diagnostic and classroom-based assessment of individual performance. Measurement tools are selected to match the instructional program of each student and determine growth and mastery of state adopted curriculum standards.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The district will continue to take the following steps to align instruction with content standards:				
a) Use the District English Language Arts Benchmarks to align K-6 curriculum and instruction	a) Teachers: ongoing	a) Duplication of materials	a) $2,000 per site	a) General funds, Title 1, Reading. First
b) Identify the essential standards in reading and writing for grades 2 - 11	b) Site admin, teachers, coaches: ongoing	b) Frameworks, Content Standards, substitutes, paid time	b)$2,000/material estimate $13,000	b) General funds EIA, SLIBG, Title 1, Title III, HPSG
c) Align all textbooks and supplemental materials to standards for core and intervention programs (ongoing, as needed)	c) Curriculum Director and staff: ongoing	c) Cost of staff	c) TBD	c) General funds EIA, SLIBG, Title 1, Title III, Reading First, HPSG
d) Update K-6 standards-based report card	d)District./site admin., teachers: as needed	d) Duplicating costs	d) TBD	d) General funds
e) Train site administrators on standards and how to coach, supervise and evaluate teachers	e) Site/District admin: ongoing	e) Consultant fees (as needed)	e) TBD	e) Title I, II, HPSG, general (DL/WM), Reading First

f) Continue developing and/or revising local student assessments that will stress mastery of standards-based content	f) Site/district staff & teachers: ongoing	f) Stipends for teachers and coaches/ facilitators	f) Estimate	f) General funds Title I, EIA/ LEP
g) Identify ELA and ELD standards in lesson plans	g) Teachers/site admin: ongoing	g) None	g) None	g) None
h) Develop EDI lessons and incorporate the elements of EDI into lesson presentations	h) Teachers, site admin & consultant(s)	h) Substitutes, teacher stipends	h) TBD estimate ($20,000)	h) HPSG (DL), Title I, III, II (partial, as pertains to teacher training)
i) Literacy and EL coaches provide teachers with support in the alignment of instruction with content standards via instructional delivery, use of strategies, and student engagement	i) Teachers, EL & literacy coaches, site admin: ongoing	i) Coach salaries	i) $1.8 million (estimated)	i) Title I, Reading First, HPSG (DL/WM), Title II, EIA, other
j) Teachers plan cognitively to meet the needs of all students and address essential content standards	j) Teachers, coaches, site and district admin: ongoing	j) Training TBD	j) TBD	j) Title I, III, EIA, SLIBG, other
k) Evaluate and analyze data to find areas of strength and weakness as they relate to student performance	k) District/site admin. and staff: ongoing	k) External evaluator, as needed	k) $10,000	k) Title I EIA/LEP, Reading First
l) Teachers use student data to plan instruction and to determine the need of pre-teaching and/or re-teaching including planning and implementing RTI strategies.	l) Teachers, coaches, & site admin	l) Substitutes	l) TBD	l) Title I, Reading First, HPSG (DL/WM), EIA, other, general

2. Use of standards-aligned instructional materials and strategies: a) Purchase reading materials on State-adopted list (K-8) or aligned with content standards (9-12) for core, intervention and primary language b) Train teachers, support staff, and site/district administration on use of standards based textbooks and materials c) Continue to research standards based materials and research-based strategies relevant to English Learners d) Lesson plans identify the ELA and ELD standards e) Classroom environments reflecting standards-based instruction f) Access to standards-based reading, language, vocabulary, and spelling software g) Pre-K/Kinder, K-1, $6^{th}/7^{th}$ and $9^{th}/10^{th}$ articulation sessions h) Backward map the essential standards in the core and intervention Reading/Language Arts Programs, as needed	a) Curriculum Director and staff: annual b) Teachers and administrators: ongoing c) Site staff & site/district admin.: ongoing d) Teachers/ administrator ongoing e) Teachers/site admin: ongoing f) Students, teaching staff, Technology Resource teacher: ongoing g) Curriculum Director/site principals/ designated staff: three times per year h) Teachers, support staff, and site/ district administrator	a) Reading instructional materials b) Duplication of materials c) Frameworks, content standards, other resources d) None e) None f) Software and software licenses g) Substitutes at $107 h) Substitutes	a) TBD b) $250,000 (estimated) c) TBD d) None e) None f) TBD g) $3,500 h) TBD	a) IMF b) AB430, SB472, general, SLIBG, Title I, II, other c) Title I, EIA, Reading First, HPSG (DL/ WM), other d) None e) None f) Title II Part D, EIA, Title I, III, IMF, general other g) Title I, II, III, EIA,HPSG (DL/WM), Reading First , other h) Title I, EIA, SLIBG

i) Implement Reading /ELA pacing guides for core and intervention programs to ensure that grade level standards are covered by the end of the school year	i) Site/district administrator literacy coaches, teachers	i) None	i) None	i) None
3. Extended learning time:				
a) Provide before and after school tutorials on additional reading interventions	a) Site administrator, teaching staff: September-June	a) Duplication of materials	a) $100,000	a) HPSG (DL/ WM), Title I, EIA, ELAP, ASES
b) Increase use of computer labs, media and homework centers	b) Site administrator, teaching and other staff: September – June	b) Computers, software, software licenses	b) $65,000	b) HPSG (DL/WM), Title I, EIA, ELAP, Migrant, ASES
c) Summer school for incoming Kindergarten and students in other grade levels to develop language and reading skills	c) Teachers: annual summer school	c) Teacher stipends, site administrators salaries, materials	c) Estimate $30,000	c) Title I, EIA, Title III, ELA, other
d) Saturday academies based on assessment data STAR and/or CAHSEE	d) Teachers & site admin.: ongoing	d) Teacher stipends, materials	d) Hourly rates, TBD	d) HPSG (DL/ WM), Title I, Title III, EIA
e) Provide extended reading opportunities at homework centers at schools, Calexico Camarena Public Library, Calexico Neighborhood House and Calexico Housing Authority complexes	e) Tutors, ASES Program: Sept.-June	e) Tutors	e) Estimate $15,000	e) ASES
f) English Language Development Academies offered before, during & after school hours, and Saturdays, summer school	f) Teachers: ongoing	f) Teacher stipends, materials	f) Estimate $105,000	f) HPSG (DL/WM), Title I, III, EIA, ELAP, other
g) K-6 Family Reading/Literacy Nights at all elementary schools	g) Teachers, children supervisors: A minimum of 2-3 times a year	g) Stipends for teacher and others, duplication of materials.	g) $32,000	g) HPSG/ Title I, Title III, EIA, other

h) Double periods of reading/language arts for students with need of extra help in grades 7-12	h) Teachers: ongoing	h) Teacher salaries	h) TBD	h) General funds
i) Kindergarten parent training on literacy	i) Teachers, parents, and supervisors for children: four hours annually	i) Duplication of materials, stipends for teachers and other staff	i) $25,000	i) Title I, Title III
j) Summer school for incoming first and second grade migrant students	j) Teachers: annual summer school	j) Hourly rate	j) Estimate $20,000	j) Migrant
k) Access to Supplemental Educational Services for the purpose of 1-1 tutoring	k) Students in PI Year 3 + schools	k) Provider costs	k) Estimate up to $540,000	k) Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
a) Increase the access to technology-based learning and use of thin client servers as well as computers in every classroom	a) Students, teaching staff, site admin.: ongoing	a) Upgrading and equipment maintenance cost	a) TBD	a) E-Rate, EIA, Title I, Title II (D), Title III, Title V, other
b) Use of listening centers in primary grades	b) Students, staff: ongoing	b) Upgrading of equipment	b) $3,000-$4,000 per site	b) Title I, EIA, ELAP, other
c) Use of computer interactive programs to further reading skills in classrooms and in computer labs (Accelerated Reader, ALS, other)	c) Students, staff: ongoing	c) Software and software licenses	c) Estimated $120,000	c) Title I, II(D), III, Title V, EIA, HPSG (DL/WM), other
d) Use of internet for research projects	d) Students, staff: ongoing	d) Equipment maintenance costs	d) TBD	d) TBD
e) Provide students in grades 4-12 with the basic computer skills.	e) Students, staff: ongoing	e) None	e) None	e) None
f) Purchase presentation software and equipment to support standards-based curriculum and instruction	f) Students, staff: ongoing	f) Upgrading & equipment maintenance costs	f) $30,000	f) Title I, EIA, ELAP, Title III, other
g) Provide Technological support from technicians at site and district	g) Technicians, district technology department, teachers: ongoing	g) Technicians salaries	g) Estimate $750,000	g) General funds, Title I, Title II (D), EIA, SLIBG, other
h) Video teleconference equipment and learning opportunities	h) Technicians, teachers, students: ongoing	h) Upgrading & equipment maintenance costs	h) TBD	h) Title II (D), Title III, Title V, other

i) Technology support from ICOE	i) ICOE staff, school staff: ongoing	i) None	i) None	i) None
j) Assess teachers and principals on CTAP proficiencies and increasing levels of technology proficiencies	j) Teachers, administrators, ICOE: annually	j) Classroom substitutes	j) $25,000	j) Title I, Title II
k) The library and media centers with up-to-date technology at each site made available during and after school	k) Students, library clerks: ongoing	k) Upgrading of equipment	k) TBD	k) TBD
l) Site administrators and teaching staff trained in the use of online assessment systems as a tool for monitoring student performance on standards-based tests	l) Teachers, administrators: annual	l) Substitute teachers, stipends as needed	l) $5,000	l) Title I, Title II, Title III, other
m) Provide each classroom with a laptop and an LCD projector	m) District/site admin: ongoing	m) Cost of equipment	m) TBD	m)TBD (site funds)
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) New teachers will participate in BTSA	a) New teachers, BTSA Mentors: ongoing	a) Substitutes, stipends for teachers and mentors	a) $40,000	a) BTSA, PAR, Mentor grant funds
b) Train new teachers on student engagement strategies	b) New teachers, Literacy Coaches: ongoing	b) Teacher stipends, substitutes	b) TBD	b) Title I, HPSG (DL/WM), Title II, III, EIA, SLIBG, other
c) Teachers participate in SB472 training on standards-based materials	c) Teachers, summer institutes	c) Teacher stipends and registration fees	c) $240,000	c) Title I, Title II, Reading First, SB472
d) Provide training on literacy, ELD, ELA standards, essential standards, the use of the Standards Blue Prints across grade levels and schools	d) Teachers, literacy coaches, site admin: ongoing	d) Teacher stipends	d) TBD	d) HPSG, Title I, II, III, EIA, other

e) Provide training to K-6 teachers on the implementation of the core Reading/Language Arts Programs and the RF Teacher Modules	e) Site Teams, literacy coaches, site admin: ongoing	e) Substitutes	e) $10,000	e) Reading First
f) Literacy coaches training, coach institutes, and meetings	f) Site Teams, new literacy coaches: ongoing	f) Coaches/trainers	f) $8,000	f) Reading First
g) Participate in Reading First Principal/Coach Institutes	g) Coaches, site/district admin: 1 – 2 times a year (k-6)	g) Hotel & transportation	g)	g) Reading First
h) Principals AB 430 training for K-12 administrators	h) Site administrators, ICOE: ongoing	h) None	h) None	h) None
i) Provide Reading First Administrator Modules training	i) Site/district admin: ongoing	i) Administrators, trainers	i) None	i) Reading First
j) Grade level or department teacher meetings on curriculum, ELA Content Standards, Reading Assessments (ADEPT, Reading First theme assessments, standards-based Assessments), research-based Best Practices (K-12)	j) Site Teams: as needed	j) Substitutes, teacher stipends	j) Estimate $10,000	j) Title I, Title III, HPSG (DL/WM)
k) Schedule joint articulation meetings (K-6, 7-9, 10-12)	k) Teachers, literacy coaches, consultants: ongoing	k) Substitutes, teacher stipends	k) $8,000	k) Title I, Title III, HPSG (DL/WM), EIA
l) Training on SDAIE strategies for k-12 teachers	l) Teachers, coaches	l) Substitutes, teacher stipends	l) $18,500	l) Title III, EIA
m) Train instructional assistants on SDAIE strategies, student engagement, and ELD and ELA standards	m) Instructional assistants, coaches	m) None	m) None	

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Parent newsletters or notices in English/Spanish	a) Office staff: ongoing	a) Duplicating costs, postage	a) $18,000	a) General funds, Title I, III, EIA
b) Parent/guardian notification of identification/ assessment (Spanish/English)	b)District,, site admin.: ongoing	b) Duplicating costs, postage	b) $10,000	b) General funds, Title I, Title III
c) Advisory Committees (ELAC/DELAC, Migrant Parent Advisory Council, School Site Council)	c) Parents, district staff, teachers, classified reps, site admin.: ongoing	c) Duplicating costs of materials, postage, staff time	c) $4,000	c) EIA, Title I, Title III, SLIBG
d) Parents/guardians at Student Study Teams and/or IEP meetings	d) Parents, teachers, site admin., other staff: ongoing	d) None	d) None	d) None
e) Parent training and literacy development (Parent Project, CBET, Adult Ed, Family Reading and Literacy Nights, Smart Discipline	e) Parents, school staff, other: ongoing	e) Stipends for teachers and other staff	e) $25,000	e) Title I, ABE, HPSG, CBET, Title III, EIA, other
f) Parent Teacher Conferences are held at the end of the first trimester/semester	f) Parents, teachers: ongoing	f) None	f) None	f) None
g) Back to School and Open House Nights are held at all district schools	g) Parents, teachers, site and district admin.,: Sept & April annually	g) None	g) None	g) None
h) First trimester/semester conferences are held at K-6 schools and progress report meetings at 7-9 schools	h) Parents, teachers: ongoing	h) None	h) None	h) None
i) Reading Contract at K-6 schools	i) Parents, teachers, students: ongoing	i) Duplicating costs	i) $5,000	i) Title I, EIA,

j) Parent Compact Agreement are presented to parents during Back To-School Nights, parent conferences	j) Parents, teachers: Sept-Oct annually	j) Duplicating costs	j) $5,000	j) Title I, Title III
k) Parent centers at sites and/or parent liaisons making home contacts	k) Parents, teachers, other staff: ongoing	k) 8 parent liaison salaries	k) TBD	k) Title III, Title I
l) Kinder, Sixth and Ninth grade parent training	l) Parents, teachers, other staff: ongoing	l) Parent trainer materials, stipends for teachers and other staff, Parent Training Coordinator salary portion	l) $40,000	l) Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
1. Pre-K and Kindergarten articulation meetings to be held three times per year	a) Teachers: three times a year	a) Substitutes	a) Estimate $2500	a) Title I, Title III
2. Provide pre-Kinder Academy during summer school	b) Teachers: 4 weeks/summer	b) Stipends for teachers	b) Estimate $22,500	b) General funds, Title I, Title III
3. Offer after school programs to at-risk students, Saturday Academies	c) Teachers: ongoing	c) Stipends for teachers	c) TBD	c) Title I, EIA, At-Risk, ELAP, HPSG (DL)
4. Referrals and services at Family Resource Center	d) FRC Coordinator, teachers: ongoing	d) Coordinator's salary/benefits	d) Estimate $100,000	d) General funds
5. Provide training on the Parent Project and Adult literacy	e) Staff, childcare: ongoing	e) Stipends for staff, materials, presenters	e) TBD; estimate $40,000	e) Title I, Title III, CBET, Title IV
6. Partnership with Calexico Camarena Library for summer and after school programs staff member	f) Camarena Library	f) None	f) None	f) None

7. Early Academic Outreach Program for secondary students	g) Teachers, colleges, universities: ongoing	g) None	g) None	g) None
8. Seventh, ninth, and tenth grade camps	h) Teachers: summer	h) Teachers' stipends	h) TBD	h) Title I, Title III, other
9. Provide Family Reading/Literacy Nights	i) Teachers, parents: 1-2 times a year	i) Same as 3g	i) Estimate $32,000	i) HPSG/Title I, Title III, EIA, other
10. Provide summer school reading intervention programs for students at risk	j) Teachers, site	j) Staff stipends	j) TBD	j) At-Risk, Title I, general funds, ASES
11. Kinder, sixth, and ninth grade parent meeting	k) Parents, staff: ongoing	k) Stipends	k)	k) Title I
8. Monitoring program effectiveness:				
a) District Board and administration support the Public School Accountability Act	a) District and site staffs: annually	a) None	a) None	a) None
b) Classroom teachers regularly assess student mastery of standards by examining work; reviewing student test results, and re-teaching when needed	b) Teachers & site admin.: ongoing	b) None	b) None	b) None
c) Revise Literacy/K-3 RF Action Plans/ELD Plan for English Language Learners for progress in meeting ELA/ELD standards	c) ELL Committee, site & district admin.: ongoing	c) Substitutes	c) $107/day	c) Title I, EIA, Title III, HPSG (DL/WM)
d) Reclassification process and data review by DELAC/ ELAC	d) Parents, teachers, site & district admin.: ongoing	d) Parents, teachers, site & district admin: ongoing	d) None	d) None
e) Classroom walkthroughs by district & site administration	e) District & site admin.: ongoing	e) None	e) None	e) None

f) Teachers, coaches, and site administration reviewing test data (state test results and common assessments) and API, AYP to determine intervention program placement; need for tutoring; and team-teaching to meet student needs	f) Teachers, support staff, and site admin.: ongoing	f) None	f) None	f) None
g) Review student data and classroom instruction	g) District and site admin, support staff and teachers: ongoing	g) Substitutes	g) TBD	g) Title I, EIA, Reading First, HPSG (DL/WM), other
h) School Site Council evaluate, modify and approve Site Plan (ongoing throughout year and annually).	h) SSC members: ongoing	h) None	h) None	h) None
i) District staff and committees evaluate and modify district – level plans (ongoing throughout year and annually).	i) District staff, various committees	i) Substitutes, clerical support, materials	i) TBD	i) Titles I, II, III, IV, EIA, Reading First, other
j) Annual compliance review of IEPs, all programs	j) Special Ed teachers, teachers, site/district admin, and Director of Special Ed: annual	j) None	j) None	j) None
k) WASC and ASAM indictors for high schools	k) CHS & AU	k) None	k) None	k) None

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved site plans)

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost (per year)	Funding Source
1. Alignment of instruction with content standards: The district will continue to take the following steps to align instruction with content standards: a) Use of Benchmarks Assessments and Pacing Guides	a) District and site staff, Math Coaches/Ongoing	a) Coaching of teachers	a) TBD	a) General, Title I, III, EIA, other; HPSG
b) Math courses aligned to content standards (K-12)	b) b) District and site staff, Math Coaches/Ongoing	b) Certificated extra duty	b) 8 teachers X 40 hours $10,000	b) General, Title I, III, EIA, other; HPSG
c) Identification of essential standards for all grades	c) District and site staff	c) Substitutes	c) 5 teachers per school X 10 schools X 1 day X $105=$5250.	c) Title I
d) Textbooks and supplemental material aligned to standards	d) District and site staff - As needed	d) Purchase of appropriate materials	d) TBD: estimate 10000 books X $70= $700000.	d) Instructional materials funds

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e) Refine K-6 standards-based report card (as needed)	e) District and site staff, Parents/August-2005	e) District Committee meeting: Hourly rate	e) 10 persons X 2 days X $105=$2110.	e) General, Title I
f) Continue training principals on mathematics standards and how to coach, supervise and evaluate teachers	f) District and site administration/August-June each year	f) District Committee meetings-Substitutes costs for ten people	f) 10 persons X 5 days X $105=$5250	f) Title I, II, III
g) Continue developing standards-based math common assessments in all grade levels	g) District and Site Staff/K-9 Certificated staff/Ongoing each year	g) Substitute teacher costs, paid time	g) $10,000	g) Title I, EIA
h) Lesson plans will identify standards being addressed	h) District and Site staff/Ongoing each year.	h) District Committee reviews	h) 10 persons X 4 days X $105=$4,200	h) Title I, SLIBG
i) Evaluate and analyze specific data to find areas of strength and weakness as they relate to student performance on standards-based assessment	i) District and site staff at the respective grade levels/Ongoing each year.	i) No additional charges	i) None	i) General Funds
j) Pre-K/Kinder, 6th/7th and 9th/10th articulation sessions for curriculum alignment	j) District and site staff at the respective grade levels/Ongoing each year.	j) Staff time	j) 4 teachers per school x 10 x 3 days x $105/day = $12,600	a) Title I, SLIBG
2. Use of standards-aligned instructional materials and strategies:				
a) Use State adopted textbooks-aligned to content standards	a) District and site staff/In place –Ongoing	a) Textbooks, Staff Time	a) Textbooks approximated at $300,000 for K-6, staff hours	a) Instructional Materials Funds
b) Develop K-6 Math Pacing Guides for the new math adoption.	b) District and site staff/Ongoing each year.	b) Staff Time, hourly rate or substitute time	b) Staff hours TBD	b) General Funds

c) Continue training teachers and principals on standards based math textbooks and materials	c) District and site staff, ICOE Ongoing	c) New program consultants, Staff Time	c) Consultants - registration to SB472 Math Institutes and teacher stipends	c) Title I, II , EIA, Title III.
d) Continue to investigate research-based materials and strategies relevant to English Learners	d) District and site staff, ICOE, consultants/Ongoing each year	d) Consultants, Staff time	d) Consultants ($3,000), Substitutes (180 teachers X $105 per day = $18,900)	d) EIA, Title I, III
e) Lesson plans identifying math standards	e) Certificated site staff/Ongoing each year.	e) Staff time	e) Staff hours	e) General Funds
f) Classroom environments reflecting standards-based instruction	f) District and site staff, consultants/Ongoing each year	f) Staff time, materials	f) Staff hours, materials ($20,000)	f) , Title I, EIA, SLIBG
g) Teachers examine student work samples to ensure students are mastering grade level standards	g) District and site staff/Ongoing each year	g) Staff time	g) On-site hours + some after school, $1,000 per site x 10 sites = $10,000	g) General funds, Title I, SLIBG, Title III,
h) Access to standards-based math software	h) District and site staff, consultants	h) Software applications	h) Software ($100,000)	h) EIA, Title I, SLIBG.
i) All teachers trained on student engagement strategies	i) District and site staff	i) Staff time	i) Consultant ($3,000)	i) SLIBG, Title I, II, III, other
j) Pre K/Kinder, 6th/7th and 9th/10th articulation sessions	j) District and site staff at the respective grade levels/Ongoing each year	j) Staff time	j) Staff time	j) General funds

k) Use of Math journals (K-6)	k) Students, District and site staff at the elementary schools	k) Staff time, instructional materials	k) Staff time	k) General Funds
l) Purchase of Standards-Based Math Intervention Program for grades 4 -7	l) District and site staff	l) Site and district staff will decide how the Math Intervention Program will be used in grades 4-6. In grade 7, besides receiving a period of the math core program, students will receive a period of math intervention	l) To be determined	l) IMF
3. Extended learning time:				
a) Continue to provide before and after school tutorials with specific math interventions	a) Students, District and site staff/Ongoing each year	a) Staff time, instructional materials	a) Extended day staff ($50,000)	a) Extended Day funds, Retention funds, Title I
b) Summer school for incoming Kindergarten	b) Students, District and kindergarten staff; if funds are available	b) Staff time, instructional materials	b) Summer school staff TBD	b) Summer school funds
c) Continue Saturday academies based on assessment data STAR and/or CAHSEE	c) Students, District and extended day staff, EAOP, ACT/Ongoing on selected Saturdays each year	c) Staff time, instructional materials	c) Extended day staff	c) Extended Day funds, EAOP, others, as per site
d) Increase use of computer labs and library media centers to support learning	d) Students, Extended day staff/Ongoing each year	d) Staff time, instructional materials, technology	d) Extended day staff	d) General Funds,Title I, EIA, Title III, SLIBG
e) Homework centers at schools, Calexico Housing Authority housing projects, Calexico Camarena Public Library and Calexico Neighborhood House	e) Students, Extended day staff, library staff and Neighborhood House staff/Ongoing each year	e) Staff time, instructional materials	e) Extended day staff ($75,000), Materials ($10,000)	e) Extended Day, Retention funds

f) English Language Development Academies offered before, during & after school hours, and Saturdays	f) Students, Extended day staff/Ongoing on selected days each year	f) Staff time, instructional materials	f) Extended day staff	f) Extended Day funds, Retention funds, Title I
g) Pre and K-6, 7-9 Family Math Nights	g) Families, District and site staff/On selected dates each year.	g) Staff time, instructional materials	g) Staff time ($10,000)	g) Extended Day funds, Retention funds, Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
a) Access to technology-based learning through computers and use of thin client servers	a) Students, Mathematics Teachers, District and Site Technicians, consultants/Ongoing each year	a) Technology hardware and software, instructional materials	a) Hardware ($1,000,000), Software ($1,000,000)	a) E-rate, Title I, SLIBG, EIA
b) Use of distance learning for secondary students	b) Students, Site Mathematics Teachers, District/site technicians, ICOE	b) Technology hardware and software, instructional materials	b) Equipment	b) E-rate, , Title I, , SLIBG, EIA, ICOE
c) Use of Accelerated Math and/or Success Maker Math Skills and Concepts to support the learning of math skills	c) staff/Ongoing each year	c) Technology hardware and software	c) Hardware, TBD; Software TBD	c) , Title I, , SLIBG, EIA
d) Use of internet for research projects	d) Students, Site Mathematics Teachers, District/site	d) instructional materials	d) Internet Access	d) E-rate, , Title I, SLIBG, EIA
e) Provide students with the basic computer skills	e) technicians/Ongoing during each year	e) Technology hardware and software, Staff time, instructional materials	e) Hardware Software TBD	e) E-rate, ,Title I, SLIBG, EIA
f) Purchase word processing, spreadsheet, database, and presentation software and equipment	f) Students, Mathematics Teachers, Site technicians/ Ongoing each year	f) Technology hardware and software, Staff time, instructional materials	f) Hardware Software TBD	f) , Title I, , SLIBG, EIA, other
g) Technological support from technicians at site and district	g) Students, Math Teachers/Ongoing each year	g) Technology software, Staff time, instructional materials	g) Staff time	g) Title I, EIA, Title III, other

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h) Video teleconference equipment used for communication and distance learning opportunities	h) Site resource staff, District/site technicians/Updated each year	h) Technology hardware and software, Staff time	h) Hardware Software	h) , Title I, , SLIBG, EIA
i) Technology support from ICOE to support student learning through technology	i) District/site technicians, consultants/Ongoing each year	i) Technology hardware and software, Staff time, instructional materials	i) Staff time	i) ICOE
j) Teachers and principals assessed on CTAP proficiencies and increasing levels of technology proficiencies	j) Math Teachers, District/site technicians, ICOE technical support/In	j) Staff time	j) Staff time	j) General Funds, Title I
k) Library and media centers with up-to-date technology at each site made available during and after school	k) ICOE technical support/Ongoing each year.	k) Staff time	k) Software Licenses ($40,000)	k) E-rate, , Title I, SLIBG, EIA
l) Site administrators and teaching staff trained in the use of Data Director as a tool for monitoring student performance on standards-based tests	l) District and site staff, District/site technicians/Ongoing each year	l) Technology hardware and software, Staff time, instructional materials	l) Estimate $5000 per site	l) Title I, SLIBG, EIA
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) New teachers participate in BTSA	a) New teachers at each site, BTSA support providers/Ongoing each year	a) Staff time, support providers	a) Support Provider stipends ($10,000)	a) General funds, BTSA, PAR
b) All teachers trained on student engagement strategies	b) District and site staff, consultants/Ongoing each year	b) Consultants, staff time	b) Substitutes (180 teachers X $105 per day = $18,900)	b) Title I, , SLIBG, EIA

c) All teachers participate in SB472 training	c) District and site staff, consultants/Ongoing each year	c) Consultants, staff time	c) Staff registrations and stipends	c) SB472, Title I, II
d) Standards–based math trainings across grade levels and schools	d) District and site staff, consultants/Ongoing each year	d) Consultants, staff time	d) Consultants Substitutes (180 teachers X $105 per day = $18,900)	d) Title I, , SLIBG, EIA,
e) Math teachers in grades 5-12 receive training in instructional strategies	e) District and site staff, consultants/Ongoing each year	e) Consultants and coaches, staff time	e) Consultants (up to $20,000)	e) Title I, II, SLIBG, EIA, HPSG (DL/WM)
f) Principals trained on content standards and materials	f) District and site administration, consultants/Ongoing each year	f) Consultants, staff time, ICOE	f) TBD, staff time	f) General funds, Title I, II
g) Grade level and/or department teacher meetings on curriculum	g) Math Teachers, Site Administrators/Ongoing monthly meetings each year.	g) Staff time	g) Staff time	g) General Funds
h) Site leadership team meetings	h) Site Leadership Team members/Ongoing quarterly meetings each year	h) Staff time	h) Staff time	h) General Funds
i) Teachers receive support and guidance from Math coaches (5-12)	i) Math Teachers and coaches/Ongoing each year.	i) Consultants, staff time, coaches	i) TBD	i) Title I, II, III, EIA, SLIBG, other

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Parent newsletters or notices (English/Spanish)	a) Math Teachers, parents, students/Published quarterly each year.	a) Staff time, materials	a) Staff time, Materials ($1000)	a) Title I, , SLIBG, EIA
b) Parent/guardian notification of identification/assessment (Spanish/English) advisory Committees (ELAC/DELAC, Migrant Parent Advisory Council, School Site Council)	b) Parents, Site project offices and resource teachers/Annually	b) Staff time, materials	b) Staff time ($1000), Materials ($5000)	b) Title I, , SLIBG, EIA
c) Parents/guardians will participate in Student Study Teams and/or SARB meetings.	c) Site Student Study Teams, parents, students/Ongoing each year	c) Staff time, materials	c) Staff time	c) General
d) Parent training and literacy development (Parent Project, CBET, Adult Ed, Family Math nights)	d) District and site staff, parents, students/at selected dates each year	d) Staff time, materials	d) Trainers ($10,000)	d) Title I, III, SLIBG, EIA, other
e) Parent Teacher Conferences	e) District and site staff, parents, students/Twice yearly	e) Staff time, materials	e) Staff time	e) General funds
f) Open House/Back to School Nights	f) District and site staff, parents, students/Twice yearly	f) Staff time, materials	f) Staff time	f) General funds
g) Progress Reports and Trimester Conferences	g) District and site staff, parents, students/At appropriate grading periods	g) Staff time, materials	g) Staff time	g) General funds
h) Parent Compact Agreement	h) District and site staff/September of each year	h) Staff time, materials	h) Staff time. Materials ($5000)	h) General funds

i) Parent centers at sites and/or parent liaisons making home contacts	i) Parent liaisons, parents, students/Ongoing each year.	i) Staff time, materials	i))Parent Liaisons	i) Title I, III , SLIBG, EIA
j) Kinder, Sixth and Ninth grade parent training	j) Parent trainers, parents/Ongoing each year.	j) Staff time, materials	j) Trainers ($10,000)	j) Title I, III, SLIBG, EIA
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Pre-K and Kindergarten articulation meetings	a) Pre-K and Kindergarten teachers, parents/Twice each year	a) Staff time, materials	a) Staff time	a) General Funds
b) Pre-Kinder Academy	b) Pre-K teachers, parents/Summer each year	b) Staff time, materials	b) Extended day staff	b) Title I, SLIBG, other
c) After School Programs	c) Extended day staff/Ongoing each year	c) Staff time, materials	c) Extended day staff	c) Extended day funds
d) Referrals and services at Family Resource Center	d) District and site staff, FRC staff/Ongoing each year	d) Staff time, materials	d) Staff time	d) General
e) Parent Project for all grades	e) District and site staff, parents/Ongoing each year	e) Staff time, materials	e) Staff time	e) Title I, III, SLIBG, EIA, other
f) Parent liaisons at each site to connect schools with homes	f) Parent liaisons, parents, district and site staff/ongoing each year.	f) Staff time, parent liaisons, materials	f) Staff time	f) Title I, III, SLIBG, EIA, ASES
g) Partnership with Calexico Camarena Library for summer and after school programs	g) Students, District and site staff, library staff / ongoing each year	g) Staff time, materials	g) Staff time	g) Title I, III, ASES, SLIBG, EIA

h) SDSU Early Academic Outreach Program for secondary students	h) Students, District and site staff (7-12)/Ongoing each year	h) Staff time, materials	h) Staff time	h) EAOP
i) Seventh and Tenth Grade Camps	i) Students, District and site staff (7-12), EAOP staff/At the end and beginning of each year	i) Staff time, materials	i) Staff time	i) Title I, , SLIBG, EIA, Extended Day
j) Talent Search Program	j) Students, District and site staff, talent search staff/Ongoing each year	j) Staff time, Talent Search Coordinators, materials	j) Staff time	j) Talent Search
k) Parent Training and Family Math Nights	k) Parents, District and site staff, parents/On selected days each year.	k) Staff time, materials	k) Staff time, ($15,000)	k) Title I, III, SLIBG, EIA
l) Summer School Math Intervention Programs	l) Students, District and site summer school staff/During the summer each year	l) Staff time, materials	l) Staff time ($20,000).	l) Title I, , SLIBG, EIA, Summer School funds, external funds (ICOE, other grants)
m) Community Based English Tutoring Program Kinder, Sixth and Ninth grade mandatory parent training	m) Parents, District and site staff/Ongoing each year.	m) Parents, District, and staff	m) Trainers ($5000)	m) Title I, III, SLIBG, EIA, CBET
8. Monitoring program effectiveness:				
a) District board and administration support the Public School Accountability Act	a) School Board and district administration/Ongoing each year	a) Staff time, materials	a)$20,000	a) General, Title I, SLIBG, EIA

b) Classroom teachers regularly assessing student mastery of standards by examining work-and using student data to inform instruction and to decide when to pre-teach and/or reteach	b) District and site staff/Ongoing each year	b) Staff time, materials	b) Same a 2g	b) General funds, Title I, SLIBG, Title III,
c) Review-Plan for English Language Learners for progress in meeting math standards	c) District and site staff/Ongoing each year.	c) Staff time, materials	c) TBD	c) EIA, Title III
d) Reclassification process and data review by DELAC/ ELAC	d) District and site staff/Ongoing each year	d) None	d) None	d)None
e) Classroom walkthroughs by district and site administration	e) District and site administration/Ongoing each year	e) None	e)None	e) None
f) Teachers and principals reviewing test data and external evaluators reviewing student data and classroom instruction	f) District and site staff/Ongoing each year	f) Staff time, consultant fees	f) TBD	f) General, Title I, III, EIA, HPSG (DL/WM)
g) School Site Council modify and approve Site Plan	g) School Site Council/Monthly meetings each year	g) None	g)None	g) None
h) Annual compliance Review of IEPs, all programs	h) District and site staff/Ongoing each year	h) Staff time, materials	h) None	
i) WASC and ASAM indicators for high schools	i) District and high school staff/Ongoing each year.	i) None	i) None	

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Required Activities		Description of how the LEA is meeting or plans to meet this requirement.
	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	**CUSD provides the following basic instructional services to English Learners:** Structured English Immersion SEI: The goal for English Language Learners in this instructional setting is teaching the English language to students whose first language is not English. Instruction is **"overwhelmingly"** in English using Specially Designed Academic Instruction in English (SDAIE) strategies. Primary language support is used for explanation, clarification, and reinforcement of content/concepts when needed. Students receive systematic **intensive or accelerated English Language Development (ELD) instruction.** Students in SEI are expected to meet **one level's growth on CELDT annually and attain academic proficiency in English within a five-year period.** Students are placed in SEI until they reach "reasonable fluency" (Early Advanced/ Advanced) in English Proficiency or unless parent/guardians request an ELM or Alternative Program Placement. Authorized teachers for this option are BCLAD preferred, or CLAD or SB1969 / SB395 (Hughes), AB 2913 or equivalent. English Language Mainstream ELM: The goal for English Language Learners in the Mainstream English Program is to develop academic proficiency in English and mastery of academic core content. Instruction **"is in English"** using Specially Designed Academic Instruction in English (SDAIE) strategies. Primary language support is used, on a limited basis, to clarify content/concepts when needed. Students receive systematic **advanced English Language Development (ELD) instruction**. Students in ELM are expected to meet **one level's growth on CELDT annually and attain academic proficiency in English within a five-year period**.. Authorized teachers for this option are BCLAD preferred, or CLAD or SB1969 / SB395 (Hughes), AB 2913 or equivalent.

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

Alternative Bilingual and Newcomer: The goal is acquisition of the English Language, together with mastery of core content proficiency. Instruction *is in the primary language and English*. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As student increases in English fluency, instruction in English increases. Students receive daily systematic *intensive* **English Language Development (ELD) instruction.** Students in Alternative Programs are expected to meet *one level's growth on CELDT annually and attain academic proficiency in English within a five- seven year period. Authorized teachers for this option are BCLAD or equivalent.*

CUSD has diligently worked on developing a plan for addressing the academic deficits incurred by our English Learners. We offer a standards based state-adopted curriculum which is implemented with fidelity and through explicit direct instruction. We monitor and evaluate the effectiveness of our instruction, however, always ask the question: What will we do if our students don't learn? The following questions guide our response to intervention:

- What is it they did not get? (be specific, use data)
- Why did they not get it? (What prerequisite skills, knowledge or language needs to be explicitly taught?) How do you know?
- When, where, how, and by who will the students be taught?
- Time bound intervention: How long will it take?
-

It is through our Pyramid of Intervention that we respond to our students' needs *Three Tiers of Instruction*

- Evidence-based core program and ongoing assessment to monitor learning for all students
- Differentiated Instruction In Core: 1. Universal Access and/or supplemental instruction in small groups or one on one:(based on ongoing data conversations with teachers) by proficiency level based on common assessment data: fluency, phonics, comprehension /vocabulary, English Acquisition based on CST clusters for: ELA/Math/Science/SS
- Before School/After school/Saturday Academy interventions
- At-Risk Promotion with an Instructional Plan
- Mentoring
- Double-dose of Instruction in needed areas using prescriptive curriculum.

CUSD will conduct an annual evaluation of programs and services for ELs. Under the direction of the Assistant Superintendent of Academic Support the EL Coordinator.

On-going evaluation monitoring will focus on the evaluation questions listed below:

- English Language Learners will make steady progress in developing academic English and will attain academic English language proficiency as efficiently and effectively as possible.

1. The EL Coordinator will provide District analysis growth on CELDT results during the month of March.
2. Upon receiving Title III reports on AMAOs in the fall of each year, results will be reported and analyzed by the DELL Committee, and at Elementary and Secondary Meetings.
3. Sites will analyze reports indicating which ELs have not made progress for the year. This data will be analyzed by sites to help site-level planning and to form their instruction.
4. ELD progress of students will be evidenced throughout the year by: ELD curriculum-embedded assessments, report card grades in ELD, and on-going data conferences in grade-level or department meetings at the site.
5. In addition to the curriculum- embedded assessment, ADEPT will be used as a formative assessment for grades K- 8 to measure growth in receptive and expressive language.
6. In addition to the curriculum- embedded assessment SLEP will be used as formative assessment for grades 9 -12.

- English Language Learners will make steady progress in core academic subjects.
1. CST performance data in ELA and Mathematics will be analyzed each fall. The EL Coordinator will prepare district summary reports to review and measure growth along with other relevant data such as: ELs' and R-FEPs' time in the district, CELDT overall scores and sub-skill scores.
2. Sites will analyze their own data within the ELA clusters.
3. In May of each year the High School principal will report on the progress of ELs and R-FEPs toward graduation, meeting A – G requirements, taking college entrance examinations, and their admission into a two or four year university.
4. The Curriculum, Assessment and Accountability Department will report data for all students who attempt and pass sections of the California High School Exit Exam (CAHSEE). This department will maintain a longitudinal database on all ELs' attempts and scores obtained on the CAHSEE.

- English Language Learners in our district for 5 years (or longer) will meet grade –level standards in core academic subjects.

1. Reclassification data will be reviewed throughout the spring semester at the sites. Students will be recommended for reclassification no later than mid February.
2. Data collected for possible student reclassification will be reviewed. Parents of students missing any part of the reclassification criteria will be notified of a parent conference with the goal of working together to help student meet the criteria.
3. All R-FEP students will be monitored for three years to ensure that they do not incur any academic deficits.
4. At the beginning of each school year all sites will review the progress of all R-FEPs who were reclassified at mid-basic in meeting proficient or advanced on CSTs.
5. The EL Coordinator will review longitudinal reclassification data to compare reclassification rates.

- English Language Learners in Alternative Classes will master grade-level standards.

1. Curriculum-embedded assessments will be used to monitor students' progress
2. Academic progress of students in Alternative Programs will be documented by: curriculum-embedded assessments, report card grades, and on-going data conferences in grade-level or department meetings at the site.

- Percent of English Language Learner students with 'academic at-risk" factors will decrease.
1. Data on dropouts, suspensions, excessive disciplinary referrals, retentions (including students with suspected disabilities) will be maintained and will be summarized by the sites each fall for the prior school year.

Data gathering and analysis will be on-going at the District and site-levels via Data Director and/or SIS. This will ensure that ELs are making progress towards the mastery of standards.

- Longitudinal CELDT and CST data – proficient and/or performance level data for multiple years.
- State and demographic – data to include first enrolled in U.S. school, and grade enrolled in district.
- Additional interpretation filters such as: – Special services (i.e. Special Education and intervention programs).

The annual evaluation report will be shared with the DELL Committee and at a regular meeting of the Board of Education.

The ELAC/DELAC are functioning committees that meet monthly and provide input. Parent newsletters, dial out systems, and personal contacts by staff and home liaisons assure parent participation. Documentation and meetings are conducted in Spanish/English to build a stronger capacity.

All parents of English Language Learners enrolled in Calexico Unified School District will be given opportunities to participate in meaningful parental involvement activities with the goal of bringing schools, parents, and community together as equal partners in the education of their child and to provide their child with access of a postsecondary education.   The following types of activities may be carried out at the district or site levels to serve the needs and interests of parents. This list is not all-inclusive (e.g., EL Services for students, Grade level specific parent trainings such as; grade-level parent orientations and expectations, academic content nights, Parent Involvement Quality Education Program (PIQE)-for those schools having funding, College Awareness, Parental rights and responsibilities, parenting skills, literacy and numeric development, and health and auxiliary services.

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	**All instructional programs designed for English learners must contain the following components:** • Explicit, articulated standards-based, English Language Development (ELD) curriculum, with daily, differentiated instruction specifically designed for ELs. • Well-articulated, standards-based core curriculum instruction (i.e. language arts, math science, and social studies) provided with primary language support and SDAIE which provides access to the core curriculum or helps ELs catch up to these standards in a reasonable period of time. This ensures that ELs are meeting the District's content and performance standards for their respective grade levels. In the Alternative Program, this instruction is provided directly in Spanish; as ELs acquire English, an increasing amount of instruction is delivered in English. • For grades 7-12 sheltered courses in Structured English Immersion and English Language Mainstream provide specific support for ELs to ensure that they gain full access to rigorous, grade-level core curriculum, and that they continue in their progress to master academic proficiency in English. • All instructional services, ELD and SDAIE or primary language instruction, must be provided by authorized teachers (i.e. CLAD, BCLAD, SB1969, SB39, AB 2913 or equivalent certification) or teachers pursuing authorization, and the highest quality materials must be used to implement these programs. • At the Elementary level K- 6, all ELs receive an additional **40 minutes of daily explicit ELD instruction**. Special Education EL students also participate. All EL identified GATE students receive instruction through an identified Gate Curriculum which focuses the four domains of ELD; listening, speaking, reading, and writing. • All I-FEP, EO, and R-FEP students receive an instructional time in language that focuses on extending ELA standards or providing interventions during this instructional time. • At the secondary level, ELs, at the Beginning, and Early Intermediate and Intermediate students receive a **specific intensive ELD class**. More advanced Intermediate students may be challenged to further differentiate and be grouped with other ELs with CELDT levels of Early Advanced pending their literacy level. Secondary students at the Early Advanced and Advanced levels receive the explicit, daily ELD instruction which is embedded in the English Language Arts or English classes to focus on eliminating gaps in reading and writing.

ELs arriving at middle school and high school have diverse needs. They cannot be well-served by only a single program or a single approach. CUSD frequently updates the professional understanding of specific student strengths and needs and adapts students' instructional schedules to meet the individual needs based on their grade levels, schooling histories, and varying literacy developments in their primary language and English as well as length of time in school.

ELD standards address skills ELs must acquire in English learning to enable them to become proficient in the grade-level ELA standards, therefore CUSD has identified the following as Performance expectations by time in the District.

In order to provide EL students access to core in either an SEI or ELM class teachers use: Cognitive Strategies (to help students learn) and English Learner Strategies (to reduce the linguistic demands) such as; yet not limited to:

Specially Designed Academic Instruction in English (SDAIE), a contextualized instruction in the content areas delivered in the target language, English. The primary objective of SDAIE is concept development in the core curriculum; subject matter standards are addressed.

Teachers understand language acquisition and design lessons that consider the special linguistic and cultural backgrounds of the students. Cognitive academic language proficiency is further developed in English. Optimally, students placed in SDAIE content classes have literacy skills in their primary language and have achieved intermediate fluency in English:

1. Simplifying the delivery (slower speech rate; clear enunciation; controlled vocabulary/idioms; controlled sentence length/complexity)
2. Contextualized definitions, Gestures & Expressions, Word origins and morphology, define multiple meanings and use of examples and analogies
3. Promoting communicative interaction (clarification requests, repetitions, expansion)
4. Regarding ELA and all other disciplines:
   a. Focus on **functions and form** through Cognitive tasks
      - Academic language functions - Evaluation, Synthesis, Analysis, Compare & Contrast, etc.
      - Academic Language (content language of the discipline
   b. Preview structures and vocabulary; simplify the reading material.

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		2. Use the (L1) primary language to support English achievement (promote individual projects in L1; allow students to use L1 in class; have parents use L1 at home in reading, writing, and explaining) 3. Improve student status (promote equal status group activities and cooperative learning; observe students as individuals by recognizing their learning strengths and interaction patterns, then build upon those insights to create a classroom environment that supports success for all students). 4. Use graphic organizers, verbatim note-taking, underline, highlight, mnemonics, Imagery, summarizing, paraphrasing 5. Assess prior knowledge. 6. Use hand-on activities

| Required Activities | 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

   a. designed to improve the instruction and assessment of LEP children;

   b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

   c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;

   c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. | **Professional development** is conducted on District Staff Development days (3) per year, summer, weekends, and/or after-school. Notices are sent in a timely manner and teachers are paid either a stipend or an hourly rate. As a result of Title III accountability results the District will provide the following focused professional development opportunities for the 2007 – 09 school years:

- CLAD, BCLAD, or AB 2913 certification for K – 12 teachers.
- EL strategies such as SDAIE, Academic Language, Frontloading,
- Vocabulary Development and the use of materials to scaffold instruction (GUIDE Institute week training) for K – 9 ELD Coaches, K – 12 principals and teacher leads from each site.
- Differentiated Instruction
- Explicit Direct Instruction for K – 12 teachers (EDI by Data Works)
- Training for implementation of the selected supplementary K - 6 ELD program
- ELD/ELA standards using The Map of Standards for English Learners K-12 teachers (West Ed's Fifth Edition).
- ELA Backwards Mapping for K – 6 teachers
- Implementing ELA and English Language Learners Training of ELD Coaches

In addition to the professional development offered district-wide, sites offer more specific training on State's Accountability System (AYP/API/Title III AMAOs) as sites review their site data, Vocabulary Development, Writing, Academic Language, Return to Intervention, and Universal Access for differentiated instruction. Para-professionals (K -12) receive in-service training related to district programs and procedures, identification of ELs, second language acquisition, accessing the core content, and discipline. Staff also participates in any State and countywide conferences applicable to English Learners.

Professional development will be provided to all site staffs on a yearly basis to ensure the understanding of all the elements of the District's English Language Learner Master Plan. Additional training for classified site personnel that register students and input EL data in the California Student Information System will be provided annually by the Curriculum, Assessment and Accountability Office. CELDT training will be provided for test administrators and teachers on a yearly basis. |

| | | Instructional Services for ELs is provided for all principals as it pertains to Categorical Program Monitoring. The Elementary Curriculum Coordinator provides Leadership Training Modules to principals. Principals can opt to deliver in-service or have the Reading Coach in-service teachers via the Teacher Modules.

Staff development is sustained by Principals, Coordinators of Academics & Instruction, EL and Reading Coaches through coaching, modeling, and walk-throughs.

The Director of State and Federal Projects reviews teacher and staff participation in staff development opportunities to ensure that all persons working with ELs are investing in a good-faith effort in receiving training and support.

Appropriate second language methodologies used for ELD include, but are not limited to:

- Total Physical Response (TPR)
- Communicative Approach Grammar
- Survival ELD in the Newcomer Program (school, playground, calendar, etc.)
- Frequent opportunities for interaction and discussion Specific corrective feedback
- Higher-order thinking and questioning strategies
- Emphasis of key vocabulary
- Content ELD using subject matter to develop a student's English language proficiency to a higher level |
|---|---|---|

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes**	As part of our improvement process, district and site administrators and site staff meet throughout the year to provide an opportunity for districtwide articulation and ensure consistency and coordination of implementing backwards design. Sites disaggregate data to determine the inventories that monitor student progress and the development of instructional materials that support standards-based instruction in CAHSEE, ELA, and Math. This provides guidance for instructional decisions in ELD, ELA and math. Site plans will be updated to reflect changes needed. All teachers will continue to be provided training on effective instruction strategies in ELD and SDAIE. Administrator's trainings will also continue on how to monitor the effectiveness of teaching strategies applied in the classroom and to improve student engagement in all classrooms.
	Description of how the LEA is meeting or plans to meet this requirement.		

Allowable Activities	5. Provide –
	   a. tutorials and academic or vocational education for LEP students; and
	   b. intensified instruction.
		Yes	CUSD will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students to assist them in developing English language proficiency, and in meeting reclassification and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis and vocabulary development. The intervention program will be designed to support and complement the students' regular ELA/ELD and core content instructional program. Students will be given multiple opportunities to apply learning in teacher-guided groups, small groups and one-on-one instruction during, before and after school. Saturday academies will be planned and Title III funds will be used to pay an hourly rate to the intervention teacher, purchase supplementary materials and snacks when appropriate. All students, including ELLs, receive opportunities to explore options in careers through career fairs and secondary students are offered career technical courses and ROP classes for vocational education.

	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes**	Using Title III and other funds the following programs will be developed or continue to support the instructional needs of EL students: ELD academy classes for students at CELDT levels 1 and 2 Site tutoring programs AVID Advanced Placement classes School to Career Programs Math academies CAHSEE and/or WRITE Program Summer School Coaching in ELA, ELD, Math, and Science
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes**	CUSD is currently implementing curriculum-embedded assessments and will be developing a comprehensive benchmark document that provides for the individualized intervention needed to assure student success within the ELD program for mastery of the CA ELD content standards. Title III funds will support staff to work at site and district within task force groups during and after school to revise curriculum, review instructional programs, update student profiles and update parent notification. All programs and services for EL students are focused on improving their English proficiency and academic achievement and supported by the collaboration and coordination with the following District programs and related services: English Language Intensive Learning Program English Language Acquisition Plan

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes** Title III funds will be used to educate and empower parents of EL students to become an integral part of the school and community for academic success: Provide site based parent centers to provide parents timely information regarding their children academic achievement. Hold Family Reading, Literacy, Math, and Science Nights Hire bilingual teaching, clerical, counseling staff Hold parent meetings to explain state and district documents and assessments Support Parent Training Promote adult literacy and coordinate with ABE and CBET ELAC/DELAC training on roles and responsibilities
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes** All English Language Learners have access to computers in the classroom and in computer labs that are equipped with software that support standards (e.g., Accelerated Reader, Accelerated Math, ALS, etc). Teachers incorporate PowerPoint presentations, World Wide Web research for research papers and Web Quest searches to provide secondary EL students and staff additional opportunities to utilize technology within the classroom setting. Title III funds will support the purchase of additional software designed to help students acquire English proficiency and staff.

	10. Other activities consistent with Title III.	**Yes**	Title III funds will support the training of paraprofessionals and parent liaisons to strengthen their skills and so provide a high quality instructional and support program to English learners and their parents. Some of these topics and or activities are: a) Administration of English proficiency assessments such as CELDT, and ADEPT b) Ways to communicate effectively with parents of EL c) CA content standards and backward design d) Use of technology equipment as well as software that is being used to increase English language acquisition e) Provide hourly stipends if paraprofessionals receive the training after regular day hours

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	**When a parent/guardian enrolls** a student in the District for the first time, it is required that the parent completes the Home Language Survey (HLS) as part of the District's enrollment procedure. If the HLS indicates a language other than English on any of the questions numbered 1-3, the following will ensue: The principal or designee will explain *Program Descriptors for Newly Enrolled English Language Learners, Program Descriptors K – 6 / 7– 12 Form* that includes the District's Program Options: Sheltered English Immersion (SEI), English Language Mainstream (ELM), and Alternative Programs; including their content, instructional goals, English Language Development, extent of English and primary language instruction and support, exit criteria from each program, and instructional materials, as participation in any program is voluntary. The student will then be referred for proficiency testing within 30 calendar days of initial enrollment using the California Language Development Test (CELDT) to determine English language proficiency. CELDT is a criterion referenced test based on the ELD standards. This test determines the student's Overall English language proficiency level in the sub-skills of: listening, speaking, reading and writin*g*. Students in K-1 are assessed in Listening and Speaking Only. This test generates scores in five categories, these being: 1= Beginning, 2=Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5 = Advanced. Trained, District-certified assessors will administer the test and it will be conducted following all of the publisher's instructions.

Required Activities		Parents of Initial ELs are notified within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's English and primary language proficiency assessment results, language designation, English proficiency level, and recommended placement through the *Parent Notification of Student Language Proficiency Test/s Results and Program Placement Form.* Principals also invite parents to confer and review their child's results and recommended placement.
		They are informed that they have the right to request that their child be placed in an alternative program, and that at any time during the school year, they may have their child moved into the English mainstream program.
		Parents of continuing English Learners are notified within 30 days calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's English and primary language proficiency assessment results, language designation, English proficiency level, and recommended placement through the Parent Notification of Student Language Proficiency Test/s Results and Program Placement Form. Principals also invite parents to confer and review their child's results and recommended placement. They are informed that they have the right to request that their child be placed in an alternative program, and that at any time during the school year, they may have their child moved into the English mainstream program. Parents then sign and date the Parent Notification of Student Language Proficiency Test/s Results and Program Placement Form and return it to school.
		The program placement of students who have been designated with a disability must be designed to help the student meet the objectives of the Individual Educational Plan.
		Parents have the right to choose the instructional settings they feel best meets their child's needs including the right to accept or refuse any recommended program placement. Parent requests of their child's removal from any program are reviewed and acted upon. Principals can deny parents' requested placement is it is detrimental to an EL's educational progress.

Required Activity		Exit from the English Learner Programs occur when a student has demonstrated that he/she is able to compete effectively with English-speaking peers. At this time the student is "reclassified." He/she must meet District Reclassification Criteria. This criteria includes: CELDT overall score 4 or 5, achievement and each sub-skill intermediate or higher, level of scale score of 326 or higher on the California Standards Test, teacher recommendation of grade level performance, and parent consultation.

	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
g. information pertaining to parental rights that includes written guidance detailing –
   i. the right that parents have to have their child immediately removed from such program upon their request; and
   ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
   iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
	The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from district and site staff regarding program selection.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	Parents of all students who continue in SEI, ELM and alternative programs are provided an opportunity to choose their child's program placement for upcoming school year. Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT tests within the first 30 days.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	If the district or school does not make adequate yearly progress on the annual measurable objectives, the district will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.

Plans to Provide Services for Immigrants: Calexico Unified School District will not receive new Title III Recent Immigrant Funds in 2008-09. Any carryover funds will be used to address activities described below.

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No**	**If yes, describe:** Parent orientation meetings will be provided to parents of immigrant students at the various school sites (in Spanish, by qualified staff). Child care will be provided. In collaboration with Adult Education and CBET, additional parent classes will be held through the R. Morales Adult Education Center (adult primary literacy, citizenship, basic computer skills, others as required).
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No**	**If yes, describe:** Title III funds will be used to provide professional development for teachers, administrators, support staff who work with immigrant students in various settings at the sites. A needs assessment will be administered and reviewed to determined staff development needs. Topics may include ELD for beginners, literacy, differentiated instruction, assessment or others of interest.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No**	**If yes, describe:** Title III funds will serve the immigrant population at large; however, the target group will be those students entering U.S. schools within the last three years. Support will include afterschool and Saturday tutoring or academies, summer academies. Tutoring will be in any area of academic need, but especially in the area of English language development.

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No**	**If yes, describe:** Materials, software and technology will be purchased to support the academic needs of immigrant students during the school day and during extended day activities.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No**	**If yes, describe:** Presently, grades 3-12 students who are recent immigrants and demonstrate less than reasonable fluency in English are grouped for intensive ELD instruction by trained and BCLAD/CLAD certified staff. Students also receive instruction in cultural characteristics of US schools and other information useful to those recently immigrated. Support for recent immigrant students is provided by Title III funded instructional aides with supplemental materials and technology provided as needed.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No**	**If yes, describe:** Students also receive instruction in cultural characteristics of US schools and other information useful to those recently immigrated.

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No**	**If yes, describe:** Title III immigrant funds will support parent involvement through: • Inservice on U.S. school processes and supporting student achievement • Parenting skills • Guidance services through the Family Resource Center

> **Performance Goal 3:** *By 2005-06, all students will be taught by highly qualified teachers.*

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

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

STRENGTHS	NEEDS
At the elementary level, 94% of the staff is NCLB compliant.	Not all teachers are NCLB compliant. Most non-compliant teachers are either special education or new to the profession and in need of passing the CSET examination. Needs assessments and compliance plans will be developed for each non-compliant teacher. To support those teachers who are in the process of becoming NCLB compliant, the district has provided staff development opportunities and has paid for test preparation training and CSET testing.
	At the secondary level, site compliance percentages range from 63% to 92%. The percentages would be lower if some teachers who are identified as NCLB compliant through the HOUSSE process were not provided with annual board resolutions allowing them to teach in areas for which they do not hold appropriate credentials and if courses in grades seven and eight were fully departmentalized. The areas of greatest need are English, mathematics, science, special education. Needs assessments and compliance plans will be developed for each non-compliant teacher. To support those teachers who are in the process of becoming NCLB compliant, the district has provided staff development opportunities and has paid for test preparation training and CSET testing.
The following programs are in place to assist teachers in their growth towards becoming highly qualified teachers: • Pre-Intern • Intern Program • BTSA/Induction Program • Teacher Mentor Program • CSET Test Preparation • Reimbursement for CSET tests	There is an ongoing need for highly qualified support providers that are knowledgeable in content areas in which new teachers are seeking support. There is a need for a structured mentor program for new teachers who may not be in BTSA. There is a need to support teachers in training for the CSET or continuing coursework toward NCLB compliant status.

To seek out and identify new teachers who are NCLB compliant, Calexico Unified School District Department of Human Resources uses a variety of recruiting strategies. Among the most successful is the participation of site principals at recruitment events and the policy of allowing early signing of prospective teachers. Vacancies are advertised locally and posted on EDJOIN which advertises job openings statewide. The Assistant Superintendent of Human Resources along with administrators from the elementary and secondary levels attend recruitment fairs throughout the state of California. The Calexico Unified School District Board of Trustees has also authorized personnel to travel out of state to recruit highly qualified staff. A schedule is established for each school year with dates of recruitment fairs, locations, contact people, phone numbers, etc., to make the participation for our administrators easier. Attendance at recruitment fairs is funded through the Human Resources office. New teachers who meet NCLB requirements are placed on the third step of the salary schedule instead of the first step. The district will place experienced teachers entering the district with up to eight years on the salary schedule. CUSD enjoys a very close relationship with SDSU – IV Campus, placing student teachers and providing teacher program instructors who are also district employees.

The district has instituted hiring practices to assure that new hires are either compliant with both state and NCLB requirements upon initial employment or on track to achieve compliance in a timely manner. CUSD has developed individual compliance plans for non-compliant teachers outlining the activities that need to be completed and the timeline for completion.

Despite competitive salaries and benefits, the district still finds it difficult to recruit and hire NCLB compliant teachers. The District must implement more effective plans, possibly including incentives structures to recruit, develop and retain NCLB compliant teachers and develop and retain highly qualified administrators.

Most teachers have the appropriate certifications to work with English learners. All those who do not have been issued a temporary waiver through the county office of education.

Most K-12 English language arts teachers have participated in AB466 or SB472 training in state-adopted core/intervention reading programs over the past several years. Most K-9 math teachers have participated in AB466 or SB472 training in state-adopted core mathematics programs over the past several years.

All teachers must be CLAD or BCLAD certified. The district must continue to support teachers to attend CTEL preparation classes and take the exam. Teachers must be informed of the consequences of failing to obtain proper certification.

New teachers and teachers who have made certain grade level changes will need to continue training. Identified teachers need to attend EL training strands. Continued training, coaching and monitoring needs to be provided. More training in implementing the various core curricula needs to take place at the secondary level. A structure needs to be developed to address this need for new and continuing staff, especially in light of the possibility of decreased funding. Staff has indicated the need for more training in implementing mathematics curriculum, especially interventions, at the elementary levels.

All but 16 teachers have attended EDI training. Structures such as District Protocol and administrative expectations are in place to support classroom implementation of learned strategies. With the exception of Aurora, all sites have literacy and/or EL coaches. A staff development plan to train all teachers in the EL standards map has begun implementation and will be completed this year. All elementary teachers have been trained in implementing new supplemental ELD materials. Many teachers have been trained in mathematics content and in instructional strategies at elementary and secondary levels over the past five years. This year there is training provided at grades K-2 in mathematics teaching strategies. Junior high staff members have spent two summers working on mathematics curriculum and teaching strategies to address various learning needs. Elementary teachers have been trained in the implementation of a hands-on science program over the past six years. Continued training is provided in support of the new science adoption. A plan to train interested teachers in the use of technology to support instruction has begun implementation. All elementary and at least 67% secondary administrators have participated in EDI (DataWorks) training. All administrators have been trained in coaching strategies except for new hires. Site administrators are required to spend 5 hours per week in classrooms using district observation tools to monitor instructional practice and provide feedback to staff; they must report to district office their activities in this area.	Training needs to be refreshed, reinforced, and extended. Coaches need specific plans of action to support teachers in this area.\n\nThe plan needs to be evaluated and updated as needed; coaches need structured plans and written expectations. They also may need further training in coaching strategies.\n\n\n\nAdministrators need continuous training and support as well as mentoring (new administrators in particular).
Data Director is available to all teachers and administrators.	Further training of all staff is needed.
All literacy coaches and EL coaches have had coaching training. Reading First has provided extensive training to elementary literacy coaches. Secondary staff has received training through district, county and other trainers including WestEd and DataWorks. Three district curriculum staff members directly support elementary and secondary coaches and academic support staff. An Assistant Superintendent of Academic Support Services provides coaching training to academic coordinators. The district EL Coordinator provides training to EL coaches.	Continue training and coaching of coaches and academic support coordinators.
Many teachers have been trained in mathematics content and in instructional strategies at elementary and secondary levels over the past five years. This year there is training provided at grades K-2 in mathematics teaching strategies. EDI and other trainings support the teaching of mathematics. EL coaches support the use of SDAIE strategies for English learners in mathematics.	With the new mathematics adoption taking place, a new staff development program must be created for mathematics. EL coaches must be trained in how to better assist teachers of mathematics in their use of SDAIE strategies for this content area.

Math pacing guides are currently being implemented K-6. The junior high schools are in the second year of implementing a pacing schedule that allows for common assessments to be administered. The high school has a pacing plan for some courses that allows for the administration of common assessments. Career ladder opportunities for district paraprofessionals have been provided. A grant-funded program through the local junior college and San Diego State University was in place for several years; at least two classified staff members completed a B.A.	Further articulation at the secondary level needs to be supported. Mathematics interventions at the elementary level must be built in to the instructional program. Career ladder opportunities for district staff should continue to be provided.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and program tied to the standards: District curriculum and other committees meet during the year to ensure that professional development activities are aligned with the scientifically research-based curriculum and materials and strategies. The district will conduct annual needs assessments of student progress in relation to State content and academic achievement. Professional development at the site and district levels will be designed and selected based on staff strengths and needs in relation to student achievement as reflected in school sites' action plans and district-wide plans such as the Title III Addendum, the English Learner Master Plan, the Equitable Distribution Plan, the Technology Plan	Assistant Superintendent for Educational Services, Director of Curriculum, District Curriculum Committees, DELL Committee, Title II Committee, all Site Principals/Ongoing	Substitutes for four meetings Stipends for teachers on the committees as needed for after school hours	$ 2000 for substitutes $ 4000 for stipend when needed after school hours	Title I, Title II, Title III, other

2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District curriculum and other committees meet during the year to review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Each of the site's and district professional development plans will contain professional development activities that are both coherent and differentiated based on teacher effectiveness and assignment in the classroom. Staff will be trained and coached in research-based strategies using proven staff development methodologies. Classroom visitations and walkthroughs by coaches and site/district administrators will serve to identify strategies being used that lead toward expected student academic achievement. Observations and evaluations of program implementation of specific strategies specified in the site's action plans related to this topic will be documented by the external evaluation report of findings.	Assistant Superintendents/Educational /Student Support Services; Director of Curriculum, District Curriculum Committees, DELL Committee, District Administrative Team, Site Leadership Teams, Literacy/EL Coaches, Teachers,	Substitutes for four meetings Stipends for teachers Substitutes for three days or stipends for teachers on site's leadership team or task forces after working hours	Same cost as above Same cost as above $105 x 3 days for 8 = $2,520 $ 4,000 for extra hours for teachers	General funds, Title III, General Funds, EIA, Title III General funds, Title I
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and program tied to the standards: The district's Standards-Based Curriculum Task Force (SBCTF) and the English Language Learners Program Committee (ELLPC) will jointly meet during the year to ensure that professional development activities are aligned with the scientifically research-based curriculum and materials and strategies. The Committee will review data from the Human Resources Department that	Deputy Superintendent for Instructional Services, Director of Curriculum, Director of Human Resources, District	Substitutes for four meetings Stipends for teachers on the SBCTF and ELL as needed	$ 2000 for substitutes $ 4000 for stipend when needed after school hours	Title III, Title II, and HPSG/

profiles the trends in meeting the criteria for all teachers to be highly qualified. Through the site content task forces (eg. English Language Arts, English Language Development and Mathematics) the SBTF and ELL will conduct annual needs assessments of student progress in relation to State content and academic achievement. Professional development at the site and district levels will be designed and selected based on staff strengths and needs in relation to student achievement as reflect on school site's action plans.	Standards-Based Curriculum Committee, English Language Learners Committee, all Site Principals/Ongoing	for after school hours		
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:				
The district's Standards-Based Curriculum Task Force (SBCTF) and the English Language Learners Program Committee (ELLPC) will jointly meet during the year to review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Members from the site content task forces (e.g. English Language Arts, English Language Development and Mathematics) will present findings of topics and formats that have the greatest positive impact on teachers' ability to address and accelerate the learning of students in the lowest performing groups. Each of the site's and district professional development plans will be adjusted to develop and implement professional development activities that are both coherent and differentiated based on teacher effectiveness and assignment in the classroom. Classroom visitations by site task force members and walkthroughs by coaches and site/district administrators will serve to identify strategies being used that led toward expected student academic achievement. Observations and evaluations of program implementation of specific strategies specified in the site's action plans related to this topic will be documented by the external evaluation report of findings.	Deputy Superintendent for Instructional Services, Director of Curriculum, Director of Human Resources, District Standards-Based Curriculum Committee, English Language Learners Committee

District Administrative Team,

Site Leadership Teams, Literacy Coaches, Teachers, WestEd Consultants Teacher | Substitutes for four meetings

Stipends for teachers on the SBCTC and/or ELLPC after working hours

Substitutes for three days or stipends for teachers on site's leadership team or task forces after working hours | Same cost as above

Same cost as above

$105 x 3 days for 8 = $2,520

$ 4,000 for extra hours for teachers | General funds, Title III, HPSG/IISP

General Funds, EIA, Migrant, Title III

General funds, Title I , HPSG / Migrant/ SLIBG |

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				
District committees will review student performance results district wide on CELDT, CAT6, CST's, district benchmark assessments (reading, mathematics, science, ELD, other), CAHSEE and other criterion references tests. The committees will also assess the impact of professional development in the classroom through observations, student performances and reporting processes. Every school Site Action Plan includes professional development activities in the major content areas and other areas of concern to the site. The site plans and the overarching district plans are the documents upon which activities to reduce the achievement gap that is for low income and English Learners are based; the documents complement and reinforce one-another. All have increased student achievement as the goal and as indicators of the success of implementation.	District & Site Administrators Teachers Coaches	None	None	None

4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: Educational and Student Support Services will coordinate with all of the different district committees to ensure that professional development activities are coordinated to address the needs of staff relative to student achievement. This coordination will occur during faculty and management team meetings to assure that teachers and support staff of ELL, Migrant, and Special Education, receive an integrated training program. Goals and activities outlined in the District Tech Plan integrate standards based curriculum, instructional practices, assessment and needs of the student populations in the classrooms. Classroom management, interventions, and working with families and other topics required by funding sources are addressed in the site action plans and tech plans that each site has. The observations and report of findings for each site will reflect on an annual basis the impact of the coordination of professional development sources such as School Improvement, Migrant Education, HPSG, Title IV and other programs in the classroom through observations and reporting processes.	District & Site Administrators District Leadership Team DELL Committee, Teachers	None	None	None
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: a. New teachers participate in BTSA	a) New teachers at each site, BTSA mentors: ongoing	a) Substitutes, stipends for teachers & mentors	a) $30,000	Various activities funded by general Title I,II,III, V,

				SLIBG, EIA, HPSG, Reading First, other funds
b. All teachers trained on student engagement strategies	b) District and site staff, consultants, coaches: ongoing	b) Teacher stipends, substitutes, staff time	b) Consultants $36,000 Substitutes for math ($18,900), and reading ($5,000)	
c. All teachers participate on AB472 training on standards based adopted materials and EL strategies	c) New teachers, alternative program teachers, district staff, consultants: ongoing	c) Teacher stipends, consultants, staff time, ICOE	c) $250,000	
d. Provide training on literacy, ELD, ELA, and math standards across grade levels and schools	d) Teachers, coaches, consultants, district staff: ongoing	d) Teacher stipends, consultants, staff time	d) $56,000	
e. All K-6 teachers trained on ELD, ELA, writing and math skills sets	e) Site teams: ongoing	e) Substitutes	e) $10,000	
f. Principals trained on EDI, SB430 other pertinent trainings	f) District/site administration, consultants: ongoing	f) Consultants, staff time, ICOE	f) $20,000	
g. Grade level and/or department teacher meetings on curriculum	g) Teachers/ administrators: ongoing	g) Substitutes, paid time; staff meetings	g) $20,000	
h. All teachers trained on identified EL and EDI strategies	h) Teachers, coaches: ongoing	h) Stipends, substitutes, trainers, materials	h) $80,000	
i. Teachers receive support and guidance from literacy and EL coaches; coordinators of academic instruction	i) Coaches	i) Coaches, coordinators	i) $1.9million	

j. Site curriculum and professional development meetings/trainings	j) Task force members: during second semester each year	j) Staff time	j) TBD	
k. District curriculum and professional development meetings/trainings		k) Staff time	k) $10,000	
l. K-12 teachers trained on ELD curriculum		l) Staff time, materials, trainer	l) $10,000	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
The Superintendents of Educational/Student Support Services and the District's Technology Director and various committees will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address all students to meet or exceed State Academic Achievement Standards.	Assistant Superintendents of Educational/Student Support Services, Director of Curriculum, District's Curriculum Committees, District's Technology Committee, site principals: ongoing	Staff time, substitutes for 4 meetings, stipends for teachers	$5,000 for substitutes $4,000 for teacher stipends in the event activities take place after school	Title I, Title II, Title III, EIA, other
The District's Technology Plan includes collaboration with ICOE to support professional development in technology. Other collaborations include Data Director and San Diego County Office	Assistant Superintendents of Educational/Student	None	None	None

of Education/Student Information System to support professional development in establishing data bases and other student information systems. The District's Technology Plan reflects school and district needs assessment and provides a detailed section on the professional development needs of personnel integrating technology into the classroom.	Support Services, Director of Curriculum, District's Technology Committee, ICOE Learning Technologies Department, SDCOE S.I.S. Department, Data Director Consultants			
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): a) The district will continue training staff to analyze student data to inform instructional practices and to develop standards based assessments aimed at improving student achievement. b) Teacher training in digital competencies will be available during and common planning sessions as well as after school. Teachers also have access at work and at home to tutorials purchased to support their learning needs in technology. c) Students and teachers will increase their access to technology and to ongoing sustained professional development for effective use of technology. d) The District will continue to upgrade staff computers and purchase additional computers for student use each year.	District and Site Administrators Technology Director, Data Director, District Data Director trainer, ICOE Technology Support Staff, Library technicians, Calexico Public Library, Coaches Teachers Students	a) No expenses b) No expenses c) Expenses are included in the CUSD Tech Plan d) Expenses are included in and	a) No expenses b) No expenses c) Expenses are included in the CUSD Tech Plan d) Expenses are included in CUSD Tech Plan	a) No expenses b) No expenses c) Expenses are included in the CUSD Tech Plan d) Expenses are included in the CUSD Tech Plan

		CUSD Tech Plan and site plans		

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: School personnel and parents have participated in professional development activities and in the preparation of this LEA plan update by providing input on the district and site plans from which the elements of this LEA Plan was drawn (including the District Tech Plan, the Title III Addendum and EL Action Plan, the District Master Plan for English Learners, the Migrant Service Agreement, and the Title II Equitable Distribution Plan).	None	None	None	None
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9.How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. a) All teachers including special education teachers will continue to be trained according to AB472 guidelines in the use of	a) Summer institutes	a) Registration, stipends for	a) $2,000 per teacher	a) SB472, other

universal access strategies and state adopted intervention programs (High Point & REACH) including the appropriate transition of students to the core program.		teachers in attendance.		
b) Teachers including special education teachers, SEI and Alternative Program teachers will be trained and coached on strategies for improving student engagement, ELD and SDAIE.	b) Coaching ongoing	b) Teacher release time and consultant expenses	b) TBD	b) Title I, II, III
c) All staff working with special education students will receive a training and/or orientation of the appropriate accommodations, strategies, and assessment and monitoring of progress.	c) Aug.-Oct. annually; Sp. Ed. Director	c) None	c) None	
d) All teachers will receive training at their sites on the use of the Admin student data system for the purpose of monitoring their students' progress on achieving grade-level standards and to guide instructional decision making.	d) Ongoing; District Office Staff; techs.	d) TBD	d) TBD	d) TBD
e) Staff development for teachers and site administrators will focus on the implementation of content standards and skill sets, EDI, student engagement strategies, the use of effective questioning techniques, and meeting the instructional and academic needs of all students including special education, GATE, & English Learners.	e) Ongoing	e) District staff development days including some release time.	e) TBD	e) TBD
f) Staff development and grade level meetings will focus on using student achievement/performance data to assess individual student needs, and determine intervention programs, align curriculum and instruction to essential content standards/CHSEE objectives with the over-arching goal of improving student achievement for all students.	f) Ongoing annually		f) TBD	f) TBD
g) Staff development will be provided to site administrators, instructional support coordinators, and coaches on coaching, classroom observations and scripting, and modeling with the goal of improving teacher effectiveness to improve student achievement.	g) Ongoing	g) All will be during school tine.	g) None	

h) Each school site staff will receive an orientation on the services that can be accessed for students and their families related to student well-being such as services from the district Family Resource Center, district sponsored parenting classes and student behavior modification programs (i.e. Smart Discipline, Anger Management, and Changing Destructive Adolescent Behavior).	h) 3-4 sessions per school site annually	h) All will be during school tine.	h) None	
i) Parent training will be provided training on supporting literacy and math in the home, improving student's behavior and self-esteem, and an emphasis on assisting parents in becoming active participants in their child's education and achievement.	i) Snnually, TBD	i) Cost of trainers	i) TBD	i) Title I, III, EIA, SLIBG, Nell Soto, other
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: CUSD has submitted a plan to CDE to demonstrate how the district will act to achieve the goals of 100% NCLB compliant teachers and the equitable distribution of experience staff.				

Below are some of the implementation steps.

a) Calexico Unified School District has a partnership with Imperial County Office of Education to provide BCLAD and CLAD training to meet the needs of English learners towards teacher certification and/or credential. The district will provide support to teachers who are not qualified and are pursuing the of their CLAD/BCLAD by providing a release time, substitute costs, reimbursable expenses related to the training, and/or testing fees leading toward certification.	a) Assistant Superintendent of Human Resources and staff, teachers needing credentials/ ongoing	a)Registration and materials cost per participant	a) Up to $2,000 per participant (participants pay and then are reimbursed)	a)Title II, part A, Title III, EIA
b) The district will provide stipends for BTSA Support providers and allow release time and substitutes for teachers and/or providers to attend training and mentoring activities. The BTSA/Induction services will be contracted with the Imperial County of Office of Education.	b), Director of Human Resources, teachers needing	b) Training fees and materials and testing fees	b) $1000 per participant annually	b) Title II , PAR, other
c) Facilitate enrollment and participation in CSET preparation classes offered by the county office of education and other entities. Continue to provide substitutes, pay enrollment and exam fees, substitute costs, travel costs (if preparation and testing is out of the county).	c) Assistant Superintendent Human Resources, Site Administrators - ongoing	c) TBD	c) TBD	c) Title I, II
d) Survey non-compliant teachers to determine the usefulness of offering individual or small group tutoring to prepare for the CSET. Establish tutoring program, if needed.	d) Human Resources, August 2008	d) Tutor, materials	d) TBD, estimate $15000	d) Title I, II
e) Hire a part-time consultant to serve as an NCLB coach and progress monitor. Consultant will meet with each non-compliant or out-of-field teacher; evaluate compliance status; develop or review NCLB compliance plan for progress; advise teacher on available strategies for becoming compliant;	e) Human Resources, by August 2008	e) Consultant fees	e) TBD, estimate $15,000	e) Title I, II

and assist teacher in accessing coursework assessment information and preparation. Consultant will report to Human Resources monthly. Principals will be provided information on status of non-compliant teachers each semester.				
f) The District will determine what if any incentives or reimbursements may be provided to currently employed teachers for completing coursework programs that result in NCLB compliance in such hard-to-staff areas as English, mathematics, and science. The District, in consultation with the Teachers' Association, will establish terms and conditions for providing any such incentives and/or reimbursements.	f) Superintendent, Assistant Superintendent of Human Resources, Association Representatives, other December 2008	f) TBD	f) TBD	f) Title I,II other
g) The District will continue to work with the local university and others to establish coursework pathways for currently employed teachers to follow to become NCLB compliant in hard-to-staff areas of English, mathematics, and science.	g) Superintendent, Assistant Superintendent of Human Resources		None	
h) The District will support new teachers with mentors and other support personnel.	h) Asst. Supt. Student Support Services	h) Mentor teacher stipends	h) $12,000 (estimate)	h) Mentor teacher grant, other

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

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

STRENGTHS	NEEDS
- School Environment - Health Education - School Meals and Nutrition - Physical Education - Health Services - Counseling, Psychological, and Mental Health Services - Staff Wellness - Parent/Community Partnerships - Technology - School/classroom code of conduct	- Closed campus at Calexico High School - The Safe and Drug-Free Committee needs to continue to meet to analyze the data from 2006 for 11th grades to determine whether to continue with the Too Good for Drugs and Violence Curriculum. - Purchase research-based curricular materials for: - Vincent Memorial: Too Good for Drugs and Violence 7th and 8th Grade Too Good for Drugs - Continue to make sure appropriate space is provided to conduct the research-based curriculums presentations - School staff and parents to be trained on Asset Development Criteria from Getting Results - Provide opportunities for parent involvement in exercise and nutrition training - Continue Kinder, Sixth, and Ninth Grade 4-hour parent training for all parents - Continue Smart Discipline and The Parent Project - Continue GEAR UP collaboration - Continue College Going Initiative & Partnership with other counselors valley wide - Continue to use AB 1802 middle & high school funds to supplement existing needs of students through counselor intervention - Continue to use AB 1802 funds to increase counselor knowledge through professional training - Continue with Smoke-free Family Presentations for students grades 4 through 8 - Continue collaboration with agencies at Calexico Prevention/Intervention Coalition - More students involved in mentoring programs such as the one at Neighborhood House

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

ACTIVITIES
Learning Support:

Learning Support:

School Environment:
- Safe playgrounds and equipment, closed campuses at 11 out of 12 schools, well maintained landscape to eliminate unsafe areas i.e., large bushes, trees, shrubs which creates unsafe places for hiding illegal or dangerous activity
- Fences, lights, safety glass windows, security alarm systems
- Mandated school uniforms at 11 out of 12 schools, dress code
- Law enforcement officers on campus e.g. police officers, probation officer
- Up to date computer labs and computers in every classroom for students and teachers
- Comfortable, attractive libraries with up to date books and materials
- Career fairs and other events at school
- ASES Program for afterschool tutoring at 9 out of 12 sites
- School Clubs (e.g., Friday Night Live, Club Live, Kids Live, Campus Live)
- Periodic canine searches at Aurora, Calexico High School, De Anza Junior High, Willie Moreno and Enrique Camarena
- Periodic juvenile hall tours
- Graffiti removal within 24 hours at school sites
- Fully functional and implemented Student Study Teams and SARB process
- Well-maintained classrooms and equipment
- Caring, respectful and supportive teachers and school personnel

Health Education:
- One semester health education class for students at Aurora High Students

School Meals and Nutrition:
- Well equipped, school cafeterias providing daily meals including breakfast, lunch and snacks
- Well-balanced lunches and breakfasts and snacks

Physical Education:
- After school recreation and enrichment activities
- Weekly appropriate exercise and organized athletic sports

Health Services:
- Coordinated services and case management of families' and students' needs through Family Resource Centers;
- Immunizations, dental, physical, eye exams, screening by contracted school nurses;

Counseling, Psychological, and Mental Health Services:
- Counselors
- Psychologists, drug/alcohol counselors
- Anger Management Classes through Family Resource Center

Staff Wellness:
- Staff development
- Coaching
- Motivational speakers

Parent/Community Partnerships:
- Inclusion of parents in school planning processes
- Regular parent conferences
- Parents and community members, businesses on School Site Council, Booster Clubs and other advisory committees
- Open House Night for parents
- Gang Violence Suppression Project Community Forum
- Parent training for all kindergarten, sixth, and ninth grade students
- Parent training open to all parents in Smart Discipline and The Parent Project

School/Classroom Code of Conduct:
- Provide a statement of LEA's code of conduct policy intended to support creating a disciplined environment conductive to learning
- Code of conduct posted in every classroom
- Positive alternatives to suspension/expulsion including opportunities to attend Saturday School

Access to education technology:
- Clean, well-lighted and up to date facilities in good repair capable of accommodating technology Computer labs

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
- Calexico Safe and Drug-Free Committee - ASES - Campus security - Red Ribbon Week activities - Leadership camp - Multi-disciplinary Student Study Teams - Family Resource Center - Dress Code/Uniforms - Calexico Prevention/Intervention Coalition - Kinder, Sixth, and Ninth Grade 4 hour parent training for all parents - Smart Discipline and The Parent Project	- Closed campus at Calexico High School - The Safe and Drug-Free Committee needs to continue to meet to analyze the data from 2006 & 2008 for 11th grades to determine if curriculum change is needed - Appropriate placement of curriculum at junior high and high school - Appropriate space to provide instruction to students on research-based curriculum - Continue Kinder, Sixth, and Ninth Grade 4-hour parent training for all parents - Continue Smart Discipline and The Parent Project - Continue GEAR UP - More students involved in mentoring programs such as the one at Neighborhood House

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: __/__/__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th 4% 7th 16%	5th -3% 7th -3%
The percentage of students have used cigarettes within the past 30 days will decrease biennially by:	7th 6% 9th 14% 11th 20% NT(2004) 42%	7th -2% 9th -3% 11th -10% NT -10%
The percentage of students that have used marijuana will decrease biennially by:	5th 0% 7th 6%	5th -1% 7th -3%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th 13% 9th 30% 11th 40% NT(2004) 57%	7th -3% 9th -5% 11th -4% NT -4%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th 4% 9th 10% 11th 7% NT(2004) 14%	7th -1% 9th -2 % 11th -1% NT -1%
The percentage of students that feel very safe at school will increase biennially by:	5th 52% 7th 22% 9th 19% 11th 16% NT(2004) 14%	5th +4% 7th +4% 9th +8% 11th +8% NT +8%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th __ % 9th __ % 11th __ %	7th __ % 9th __ % 11th __ %

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _55%_ from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	63%	-55%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: __/__/__ Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th 51% 7th 1% 9th 35% 11th 26% NT(2004) -	5th +2% 7th +2% 9th 2% 11th +2% NT +2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th 54% 7th 43% 9th 41% 11th 34% NT(2004) -	5th +2% 7th +2% 9th +2% 11th +2% NT +2%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: NA=Baseline will be established with 2003/2003 CHKS, results not yet available.	5th 9% 7th 17% 9th 20% 11th 13% NT(2004) --	5th +3% 7th +3% 9th +3% 11th +3% NT +3%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th 38% 7th 30% 9th 34% 11th 24% NT(2004) --	5th +2% 7th +2% 9th +2% 11th +2% NT +2%

Other Performance Measures

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

LEA Specified Performance Measures _____Not Applicable_____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Life Skills	ATODV	7-9	2232	5/3/03	9/2003	10/2003
Too Good for Drugs & Violence	ATODV	10-12	990	10/03-present	1/04	2/04
Too Good for Drugs	ATODV	K-6	4666	10/04	6/1/05-present	2/05

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	• ASES(After School Education & Safety Program o Tutoring & recreational enrichment opportunities	K-9
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	• Student Study Teams • Counseling • Family Resource Center	K-12 7-12 K-12
X	Environmental Strategies	• Calexico's parks are alcohol-free • Calexico celebrations at parks are alcohol-free • Periodic Border Age Check Points to prevent underage youth from crossing to Mexicali • Zero Tolerance • Drug-free school zone • Peer Court • Juvenile hall tours at Enrique Camarena • Curfew Ordinance • Graffiti Removal Ordinance	K-12 K-12 K-12 K-12 K-12 7-12 4-9 K-12 K-12 K-12
X	Family and Community Collaboration	• Calexico Gang & Violence Prevention/Intervention Coalition • Kinder, sixth, and ninth grade parent training • Smart Discipline and The Parent Project • Parent Conferences • Back to School Nights	K-12 K-12 K-12 K-12 K-12

	Media Literacy and Advocacy		
X	Mentoring	• Neighborhood House	7-12
	Peer Helping and Peer Leaders		
X	Positive Alternatives	• Red Ribbon Activities • Yellow Ribbon Activities • Great American Smoke Out • PAL • Friday Night Live at De Anza	K-12 K-12 K-9 K-12 K-12 K-12
X	School Policies		K-12
	Service Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development/ Caring Schools/Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NOT APPLICABLE						

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

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Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The Safe and Drug-Free Committee, composed of administrators, counselors, teachers, middle school coordinator, and parents representing each school site met monthly for two hours at each meeting to review research-based curriculums from Appendix C. Using Principles of Effectiveness and the Checklist for Evaluating Research-Based Practices from *Getting Results* (Part I) criteria, the Calexico Safe and Drug-Free Committee determined that the Life Skills research-based curriculum from Appendix C: Too good for Drugs & Violence would meet the needs of Calexico High School Students and Too Good for Drugs would continue to met the needs for k-6 grade students. However, after consideration of another high school curriculum, LifeSkills, the committee voted to no longer use LifeSkills for junior high school students, but to incorporate the 7th and 8th grade Too Good for Drugs curriculum.

Calexico Prevention/Intervention Coalition, Calexico City Council, Calexico Police Department, Imperial County Probation Department and the Calexico Unified School District site and district administrators, counselors, teachers, parents and have worked together through the years to implement the research-based activities in Appendix D.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

On-going periodic evaluation by the Safe and Drug-free Committee and the Calexico Gang and Violence Prevention/Intervention Coalition will determine the effectiveness of the program by matching the results from the California Healthy Kids Surveys, the Annual ATODV Report, truancy, suspension, expulsions and discipline referrals, ATODV curriculum pre-post test results, teacher and student, parent and community anecdotal information to the performance indicators to determine whether this combination of activities is making an effective comprehensive program. Changes and adjustments to the program will be made as indicated. School administration will assure fidelity in program implementation.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Annual progress reports will be made to:
- Interagency Steering Committee (ISC) – A countywide group of policy makers which focuses on streamlining processes and implementing systemic change
- Local Coordinating Committee (LCC) – A countywide group that focuses on improvement of services, coordination and development of plans to improve services to strengthen families throughout Imperial County. LCC submits recommendations for programmatic and systemic changes to the ISC for their consideration and action.

- Safe and Drug-Free Committee
- School Site Councils
- DELAC
- ELAC
- Calexico Gang & Violence Prevention/Intervention Coalition
- School Newsletters
- Local Newspapers

Annual progress reports will be made to parents through first day of school enrollment/orientation packets.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

SDFSC funded program services will target schools and students with the greatest need based on data collected from the California Healthy Kids Survey, suspensions, expulsions, discipline referrals and attendance. Priority for placement of Family Resource Center, Community Police Officers and probation officers will be placed in highest needs schools. Access to services for highest needs students will be facilitated through counselors and other on site personnel. The Interagency Steering Committee, Local Coordinating Committee, Safe and Drug-Free Committee and Calexico Gang & Violence Prevention/Intervention Coalition will pursue collaborative efforts to bring services and activities to meet indicated needs.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

SSVP (AB1113)
TUPE grades 4-8 entitlement-based formula grants
Title IV, Part A programs funded by USDE through national grants
Work Investment Act (WIA) funds-U.S. Department of Labor
Middle School Coordinators-U.S. Department of Education
Student Assistance Programs-Imperial County Office of Education
Gang Violence Suppression – Office of Criminal Justice Planning
Family Resources Center – Calexico
Interagency Steering Committee (ISC)
Local Coordinating Committee (LCC)

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

- School Site Councils
- DELAC
- ELAC
- LCC
- Safe and Drug-Free Committee
- Curriculum Committees
- HPSG/Other School Improvement Committees
- Kinder, sixth, and ninth grade parent training programs
- Smart Discipline and The Parent Project Parent Training

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

On the Calexico High School Campus, C.U.S.D. provides a Pregnant Minor Program with a full-time credentialed teacher who works with 15-20 students. The director of the Special Education program oversees the Pregnant Minor Program. The following support activities are provided:

- Referral to perinatal and related support services
- Outreach services and assessment of smoking status
- Individualized counseling and advocacy services
- Weekly classroom presentations by school psychologist
- Cessation services, if appropriate
- Incentives to maintain a healthy lifestyle
- Follow-up assessment
- Maintenance and relapse prevention services

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
NONE	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Students and parents are informed of the requirements for graduation	a) All students	a) Administrators, counselors, students, and parents in the spring prior to entrance into grade 10 and each year after. b) Counselors, parents, and students during the student's freshman year or upon transferring into a school in the district. The plan is reviewed annually. c) At mandatory parent trainings. d) At counselor meetings grade 7-12.	a) The graduation rates will increase at each of the district's high school: <u>Calexico High School</u> (Comprehensive by 1% in 2009. <u>Aurora High School</u> (Continuation) site rate by 5% by 2009.	a) General funds; Pupil Retention funds; 7-12 Supplemental Counseling
	b) Students complete a four-year academic plan	b) All students	b) Counselors, parents, and students during the students' freshman year or upon transferring into a school in the district. The plan is reviewed annually.	b) The graduation rates will increase at each of the district's high school: <u>Calexico High School</u> (Comprehensive by 1% in 2009. <u>Aurora High School</u> (Continuation) site rate by 5% by 2009.	b) General funds; Pupil Retention funds (10th grade counseling); 7-12 Supplemental Counseling

	c) Counselors are assigned to all students and meet with each student at lease once each year to review the student's academic progress. Counselors assigned to meet with At-risk students and parents as per Supplemental Counseling Grant Requirements.	c) All students; students targeted by 7-12 counseling programs	c) Counselors, parents and students—annually and as required by Supplemental Grant	c) The graduation rates will increase at each of the district's high school: Calexico High School (Comprehensive by 1% in 2009. Aurora High School (Continuation) site rate by 5% by 2009.	c) General funds; Pupil Retention funds (10th grade Counseling); 7-12 Supple-mental Counseling
	d) Notices are sent to parents regarding their students' progress; conferences are scheduled as needed.	d) All students	d) Administrators, counselors, parents at Calexico High School (comprehensive) 3 progress reports and grades each semester and as needed; Aurora High school (continuation). Deficiency notices and other notifications are sent to students as needed.	d) The graduation rates will increase at each of the district's high school: Calexico High School (Comprehensive by 1% in 2009. Aurora High School (Continuation) site rate by 5% by 2009.	d) General funds, Pupil Retention Block Grant (10th Grade Counseling); other funds as needed.
	e) Career assessments and surveys are administered and the results interpreted for students.	e) Selected students	e) Work Experience Counselor, teachers, and students	e) The graduation rates will increase at each of the district's high school: Calexico High School (Comprehensive by 1% in 2009. Aurora High School (Continuation) site rate by 5% by 2009.	e) General funds; Pupil Retention (10th grade counseling funds; other categorical funds (example: Migrant) as indicated in programs

	f) Students who have not passed the CAHSEE can attend after school tutoring or the Saturday Parent and Student Tutoring component, CAHSEE Prep Classes.	f) All students who have failed the CAHSEE or those identified as At-Risk for not passing CAHSEE	f) Counselors, Department Chairs in English and Math, teachers, parents and students; weekdays from 3:00 to 5:00 p.m., and Saturdays from 8:00 to 11:00 a.m.; daily classes as per schedules.	f) The passing rate for CAHSEE will be at 50% for 10th graders and 75% for 11th graders after the March administration of the test; 100% for twelfth graders and students who have not passed CAHSEE prior to end of 12th grade.	f) General funds, Title I, CAHSEE funds as is permitted.
5.2 (Dropouts)	b) Interscholastic athletic teams are available at the freshmen, junior varsity, and varsity level.	a) All interested students.	a) Parents, students, and coaches— annually by season for each sport.	a) The annual one-year drop-out rate at Calexico High School will decrease to 1% b) The annual one-year drop-out rate at Aurora High School will decrease to 1%	a) General funds
	b) School Clubs and organizations, including community service clubs and Future Farmers of America provide opportunities	b) All interested students.	b) Staff and students— annually.	a) The annual one-year drop-out rate at Calexico High School will decrease from 1% by a) The annual one-year drop-out rate at Aurora High School will decrease from 1%	b) General funds, ASB funds
	c) Student Government/ Student Council and leadership class.	c) All interested students.	c) ASB Advisor, administration, teachers, students— annually.	c) The annual one-year drop-out rate at Calexico High School will decrease from 1%.	c) General funds, ASB funds

	d) The CAHSEE Math and English Tutoring Program will work with students and parents to inform them about the CAHSEE and to teach them skills they need to pass the exam.	d) Available to all students who have not passed the CAHSEE.	d) Parents, students, teachers and administrators will have meetings and hold sessions in September – November and again January – March before the next test administration.	d) By the end of their Sophomore year, 50% of students will have passed the CAHSEE and 75% of the Juniors will have passed the CAHSEE; 100% of seniors will pass CAHSEE	d) Title I, EIA funds
	e) The Summer Academies will help students in developing their mathematics skills and prepare them for the CAHSEE.	e) Available to identified students at the junior high school level.	e) Parents, students, teachers and administrators will have meetings and hold the Academy sessions during the summer.	e) The number of students passing the CAHSEE will increase by 10% each year and 85% of academy students will demonstrate successful pass rates in higher level math courses	e) Summer school funds; Math Academy funds
	f) Recovery programs such as PASS, CYBER High and others will target students at risk of not graduating and support them in completing graduation requirements	f) Students who have failed a core class or CAHSEE	f) Students, teachers, administrators; courses offered throughout the school year	f) The number of students completing graduation requirements will increase by 1% for the comprehensive high school and by %5 for the continuation school in 2009.	f) General funds, Title I, EIA
5.3 (Advanced Placement)	a) Advancement via Individual Determination (AVID) Program.	a) Students whose parents have not attended higher education.	a) AVID Coordinator, parents, students, teachers, counselors, (ongoing).	a) The number of "traditionally under-represented" students taking AP courses will increase 5% each year for the next 5 years.	a) General funds

	b) Counselors are assigned to all students and meet with each student at least once each year to review the student's academic progress.	b) All students.	b) Counselors, students and parents— annually.	b) The number of "traditionally under-represented" students taking AP courses will increase 5% each year for the next 5 years.	b) General funds, funds, Title I funds
	c) The district will participate in on-line AP courses.	c) All students	c) Assistant Principal, counselor, parents, and students, annually	c) The number of "traditionally under-represented" students taking AP courses will increase 5% each year for the next 5 years.	c) General funds

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: - Number of children in families receiving assistance under the CalWorks program; **Number of children eligible for Free/Reduced Price Lunch program** - Number of children ages 5-17 in poverty counted by the most recent census data; - Number of children eligible to receive medical assistance under the Medicaid program; - Or a composite of the above.	Calexico Unified has a student population of 9,281 students with twelve schools of which seven are elementary K-6 grades, three are junior highs grades 7-9, one is a high school grades 10-12, and one continuation school grades 9-12. Although there are three private schools within Calexico, only two of the private schools have chosen to participate. Our students are highly impacted with second-language acquisition needs, low socio-economics and significant Migrant mobility. As reported on CalWORKS, Free and Reduced Lunch, and Special Education Reports, seventy-twp percent (72%) are recipients of Free and Reduced Lunches; fourteen percent (14%) are CalWORKS students; nine percent (6.9%) were identified as Special Education participants.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds **All schools with a 75% or above poverty level are funded** **All other schools are funded by poverty ranking district wide or by grade span.**	All schools are funded with an equal per-pupil amount (poverty ranking district-wide).

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 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 Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on 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*).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers.	The District supports schools in completing comprehensive needs assessments by requiring that they complete detailed analysis of student performance data (STAR, CELDT, CAHSEE data) annually for their Single Plans for Student Achievement. Schools also complete the APS survey. Elementary schools assess reading as per the Reading First model. Secondary schools use criterion referenced assessments from the board approved core and intervention English language arts programs. Elementary and secondary schools use ADEPT and other assessments to measure progress of English language learners. Schools now have in place benchmark assessments in most content areas to help mark student progress and inform instruction throughout the school year. The District supports sites in their data analysis through the office of the Assistant Superintendent of Student Support Services. The District seeks out, finds and brings back to sites effective methods and instructional strategies based on scientifically based research. Under the direction of the Assistant Superintendent for Student Support Services, training will continue in Explicit Direct

• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	Instruction, English learner strategies, the inquiry method, RTI and other research-based methods to support student achievement. Six elementary schools and two junior high schools have ASES funding to support extended day activities. All sites devote resources to after school tutoring, weekend and summer academies in key academic areas of English language arts, ELD and mathematics. The District supports summer school programs for students at risk of failing insofar as funding permits. The District is committed to providing all students with instruction by highly qualified teachers and has developed an action plan to assure that teachers will become NCLB compliant in a timely manner. Staff development continues to be a district priority. Training in using state-approved standards-based materials provided through SB472 has been ongoing and will continue as funds permit. All site administrators are required to attend AB 470 (AB75). The District is continuing EDI training and training in strategies for effectively teaching English learners. All sites except Aurora Continuation High School have literacy and/or EL coaches to support the implementation of training in the classroom. Many sites have Coordinators of Academics and Instruction to further support the academic and professional development programs at sites. The District and all sites have parent involvement policies that provide guidance in implementing parent involvement programs. Parent involvement activities are required in all site plans. The Superintendent has required that parents be trained in selected topics at school sites. The District continues its mandatory parent trainings at kindergarten, 6th and 9th grade levels. All elementary school site plans require a transition plan for students entering Kindergarten from pre-school. In addition, three

	articulation meetings are scheduled annually for pre-school and kindergarten staff.
	Through the use of Data Director and other devices, schools have access to information on student performance. Each site has strategies to target assistance to students in need in a timely manner. The RTI structures developed during the 2007-08 school year facilitate immediate support in English-language arts. Intervention classes in reading language arts and CAHSEE preparation are available as needed. Students are placed in leveled ELD classes as per assessed needs. At the junior high school level, many students are supported in core English-language arts and mathematics with a second period of support instruction. Afterschool, Saturday school and summer academies target student needs. Tutoring is an ongoing activity at all school sites.
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Please see above descriptors. Students are not removed from the regular classroom during regular school hours for instruction unless specified in an IEP or intervention plan.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Criteria for identification of students were updated during the past two years to reflect current assessments and needs. Staff members involved included Assistant Superintendents of Educational Services and Student Support Services, Directors of Curriculum and Projects, Elementary and Secondary Support Coordinators, Resource Teachers and Principals. Criteria will be review again in 2008-09. Student eligibility is reviewed annually. Program services are planned by the sites in conjunction with SSC. ELAC and other groups and individuals. Parents are notified annually of student eligibility for Title I services.

<u>Elementary Criteria (Two or More)</u>
K-1
    (a)   Teacher judgment
    (b)   Student has been in Even Start or Head Start program
    (c)   Below "C" in reading/language arts and/or mathematics
    (d)   Student has been deemed eligible for 50% or more of school day in special education setting
 	
2-6   **(Non-special education students)**
    (a)   Student scores at intensive level on Reading First fluency assessment (English or Spanish)
    (b)   Writing assessment: student scores 2 or below on a performance rubric of 1-4
    (c)   Academic grades in reading/language arts and/or mathematics are below a "C"
	<u>Secondary Criteria (Two or More)</u>
	
	Grades 7-9
	
	    (a) Non-reader in English or Spanish
	    (b) Writing assessment – 2 or below on a performance rubric of 1-4
	    (c) Academic grades in language arts and/or math are below a 2.0 or "C" on a 0-4 rubric equivalent to letter grades (A=4, B=3, C=2, D=1, F=0)
	    (d) Basic or below in California Standards Tests of English language arts and/or math
	    (e) English learner scoring at 30th percentile or below on the APRENDA
	
	Grades 10-12

(d) Student scores at proficiency levels of Basic or below on reading/language arts and or mathematics California Standards Tests (CST's) (e) Student is enrolled in an intervention reading/language arts program in lieu of the grade level core program **2-6** **(Special Education Students)** (a) Student has been deemed eligible for 50% or more of school day in special education setting (b) Teacher judgment (c) Students whose IEP's indicate that they are to take the CAPA or CMA as the annual STAR assessment (d) Student scores at proficiency levels of Basic or below on reading/language arts and/or mathematics California Standards Tests (CST's) with or without accommodations (e) Writing assessment: student scores 2 or below on a performance rubric of 1-4.	(a) Non-reader in English or Spanish (b) Writing assessment – 2 or below on a performance rubric of 1-4 (c) Academic grades in language arts and/or math are below a 2.0 or "C" on a 0-4 rubric equivalent to letter grades (A=4, B=3, C=2, D=1, F=0) (d) Basic or below in California Standards Tests of English language arts and/or math (e) English learner scoring at 30th percentile or below on the APRENDA (f) Behind 20 units or more in academic units toward graduation (g) Has not passed both portions of the California High School Exit Exam (CAHSEE) **Special Education** RSP students are included in the 7-12 Criteria above. SDC Students (a) Teacher judgment (b) Non-reader in English or Spanish (b) Writing assessment – 2 or below on a performance rubric of 1-4 (c) Basic or below in California Standards Tests of English language arts and/or math with or without accommodations and/or modifications (d) Students whose IEP's indicate that they are to take the CAPA or CMA as the annual STAR assessment (e) English learner scoring at 30th percentile or below on the APRENDA (f) Behind 20 units or more in academic units toward graduation (g) Has not passed both portions of the California High School Exit Exam (CAHSEE) (h) Student has been deemed eligible for 50% or more the school day in a specialized educational setting.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	The Family Resource Center Coordinator is the District Homeless Liaison. Homeless children are enrolled immediately and transportation needs are reviewed. Academic needs are addressed through local school programs. Students are referred to the Calexico Neighborhood House where social and emotional needs may be addressed.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	Not applicable.

Additional Mandatory Title I Descriptions

(continued)

> Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	CUSD has established the position of Assistant Superintendent of Academic Support Services whose duties include working with schools in program improvement to assist them in analyzing data; developing, implementing, evaluating and revising school plans. Under the direction of this office, the District Assistance Team has been established to provide guidance and support to schools in program improvement. APS surveys have been conducted at all sites as has the corresponding district survey. The DAT analyzed the results of the surveys and made recommendations for changes in district-level and site-level activities. Outside consultants have been brought in to assist site in planning and in implementing improvement plans. An administrator has been assigned part-time to the district office to provide support in data analysis, curriculum planning and reorganizing instructional practices at school sites in program improvement. The district and school sites have collaborated to purchase Data Director, a user-friendly data system in which demographic and student performance information (state and local assessments) can be posted. The District has and will continue to support schools in addressing professional development and curricular needs in any area of concern. Areas of current focus include: Reading/language arts, English learner needs, mathematics, science, instructional strategies. The District has and continues to provide extensive support to elementary schools through the Reading First Program, providing support for literacy coaches at all sites with coordination and oversight by the Elementary Support

	Services Coordinator and the Director of Curriculum. Language Arts at the secondary level will continue to be supported through a district-wide committee structure. Consultants (county and SDSU) have support mathematics instruction in the district. With the new mathematics adoption, a new mathematics support plan is under development. The Business and Projects Offices provide assistance to school sites in effective use of resources.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Prior to the beginning of the school year, the District mails letters in English and Spanish to the parents of all students attending schools identified for program improvement. The letters provide parents with all information required by NCLB including the right to transfer to another school that is not PI with paid transportation and the right to receive supplemental educational services (program improvement, year two and beyond).
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The district provides school choice to parents who wish to send their children to schools not in program improvement, either to non-program improvement schools within the district or in districts with which CUSD has established an agreement. Students may ride district bus transportation, if available, or meet with district office staff to determine what other transportation methods are available. Funding for transportation is available through Title I as required by law. The District offers students at year two and beyond program improvement schools supplemental educational services funded by Title I as required by law. Criteria for priority for service have been established which includes performance on CSTs. Students and their parents are notified of the availability of services and of providers who have agreed to provide services. SES fairs are held at least once

	during the school year; providers, parents and students are invited to participate. Students are contacted and served according to the priority list. District staff is on hand to assist parents in choosing a provider and to help establish goals, the assessment process and timelines for each student served. When slots open for services, the district contacts parents again (according to the priority list) to fill the vacancies. A master contract for providers has been developed and approved by the Board.

Additional Mandatory Title I Descriptions

(continued)

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

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.	Description of how the LEA is meeting or plans to meet this requirement:

Teachers may attain NCLB compliance in the following manner: Not New Teachers: Be fully credentialed for the area of assignment and HOUSSED. Most of teachers in the district who hold appropriate credentials have been HOUSSED. A few have experienced changes in assignment and must be reviewed for the HOUSSE process again. New Teachers (Elementary): Be fully credentialed and pass the Multiple Subject CSET. New Teachers (Secondary): Be fully credentialed and, to demonstrate subject matter competency, pass the appropriate CSET, complete units, complete a major in the subject, obtain an advanced degree. Most teachers attempt the CSET. Preparation courses are available through the Imperial County Office of Education for the most needed areas. The District and the school sites work with individual teachers to interest them and support them in taking the CSET and CSET preparation classes. To seek out and identify new teachers who are NCLB compliant, Calexico Unified School District Department of Human Resources uses a variety of recruiting strategies. Among the most successful is the participation of site principals at recruitment events and the policy of allowing early signing of prospective teachers. Vacancies are advertised locally and posted on EDJOIN which advertises job openings statewide. The Assistant Superintendent of Human Resources along with administrators from the elementary and secondary levels attend recruitment fairs throughout the state of California. The Calexico Unified School District Board of Trustees has also authorized personnel to travel out of state to recruit highly qualified staff. A schedule is established for each school year with dates of recruitment fairs, locations, contact people, phone numbers, etc., to make the participation for our administrators easier. Attendance at recruitment fairs is funded through the Human Resources office. New teachers who meet NCLB requirements are placed on the third step of the salary schedule instead of the first step. The district will place experienced teachers entering the district with up to eight years on the salary schedule. CUSD enjoys a very close relationship with SDSU – IV Campus, placing student teachers and providing teacher program instructors who are also district employees.

The district has instituted hiring practices to assure that new hires are either compliant with both state and NCLB requirements upon initial employment or on track to achieve compliance in a timely manner. CUSD has developed individual compliance plans for non-compliant teachers outlining the activities that need to be completed and the timeline for completion. The district supports a wide range of ongoing professional development programs for teachers and instructional staff: SB472 training in English Language Arts and Mathematics, AB 430 training for administrators, CLAD, BCLAD training, CTEL and CSET test preparation training, paraprofessional test preparation, EDI (DataWorks), BTSA, student engagement strategies training, and other content-specific trainings. These programs provide in-depth training in standards-based instruction and research-based instructional strategies which support both new and experienced staff members in implementing standards-based curriculum. Other practices and programs at the district level that encourage teachers to enter and remain in the district include: new teacher orientation training; new teacher welcome luncheon (supported by numerous community organizations and businesses); mentor teachers; three district-wide staff development days; competitive salary schedule; salary schedule that provides additional compensation based on units earned beyond a bachelor's degree; fully paid medical benefits, vision and dental coverage; multiple opportunities for earning additional money through tutoring and other instructional activities that occur beyond the school day. While some incentives have been offered by the district to potential employees, no formal process for this method of attracting and retaining HQ staff has, as yet, been devised and instituted.

Most schools provide their teachers with ongoing professional development supported and reinforced by coaches and resource teachers. This training extends and enhances elements of SB472, BTSA, and other staff development programs. Staff is also afforded opportunities to observe other teachers during the school day. In addition, new teachers are paired with experienced teachers during their first years at the site. All staff members are provided with required and supplemental instructional materials and supplies to meet the learning needs of students. Paid time and substitute time is made available for staff to work on curriculum, assessment and other instruction-related tasks.

Calexico Unified School District will continue to use Title I and Title II Part A funds to assist non-NCLB compliant teachers to attain HQ status by paying for CSET preparation classes, CSET testing, tutors and materials for CSET test preparation. The district may also pay for coursework needed for identified staff to acquire units necessary for HQ status (as determined by the district in concert with university and county credentialing staff). English, mathematics, and science teachers will be accorded priority for use of funds, as will special education teachers seeking to demonstrate subject matter competence. The district will activate a plan for additional tutoring services for staff to access in preparing for CSET examinations. The district will assign current mentor teachers to new staff who may not be in an intern or BTSA program to provide support and guidance throughout the school year; if no mentor teacher is available in the mentee's field of study, the district and school site will identify an experienced teacher and provide that person a stipend paid from Title I or Title II funds. The Assistant Superintendents of Academic Support Services and Human Resources will devise a structured process for provision of support to new teachers and will monitor the implementation. In addition, the district will fund (Title I, Title II) a part-time "NCLB Compliance Coach" who will support and monitor the progress of individual teachers toward becoming HQ.

All school site plans will contain specific strategies to assist non-NCLB compliant teachers to attain HQ status. The District has instituted an Administrator Mentor program and an evaluation process to support the development of highly qualified administrators. In addition, administrators are required to participate in AB430 (all are enrolled or have completed AB75) and are encouraged to participate in ongoing professional development.

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.

Funding will be provided to implement parent training programs such as the Parent Project; Smart Discipline; mandatory parent training for kindergarten, sixth and ninth grades; training in state content standards and assessments; literacy and family math nights; college readiness; academic and career planning; and other topics that support student achievement. Funding will be used to create and maintain parent centers at various school sites, to provide parent liaisons at selected sites, and to provide a District Parent Trainer and support for the district mandatory parent training programs. Through the 10th Grade Counseling Project, the Supplemental Counseling Program for Grades 7-12, the Migrant Program and initiatives such as the Nell Soto Grants, county programs such as GEAR-UP, the College-going Initiative and other similar programs, parents will be provided with information and trained in strategies to support their children in school. Strong parent involvement policies at district and site levels and parent/school compacts further delineate ways in which parents support student achievement.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Description of how the LEA is meeting or plans to meet this requirement:

Calexico Unified School District has established procedures to assure that educational services to all students are coordinated and integrated within and across grade levels pre-K through 12.

<u>Curriculum and Assessment Services</u>:

At the pre-K level, curriculum follows state guidelines. This facilitates program cohesiveness and ease of transition to kindergarten programs. The Director of Curriculum is also the Director of the Pre-School Program and establishes and monitors the curriculum for this program. Three meetings are held each year with local elementary schools to promote articulation.

At the elementary level, program cohesiveness is maintained through the mandatory implementation of state-approved standards-based program in English language arts, ELD, mathematics, and reading intervention. Student transitions between programs are made according to district-established criteria based on state guidelines. Student performance is measured through the use of a standards-based report card, as well as through district and state assessments. The district provides a full-time Elementary Curriculum Coordinator to work with school sites individually and collectively to promote articulation.

At the junior high school level, the three sites use state-adopted instructional materials to provide standards-based program in core curriculum areas and in reading intervention. Students are placed in intervention programs based on district-approved criteria.

At the high school level, core programs and intervention programs use instructional materials selected for conformance to state standards. The high school uses many of the same programs as the junior high schools in the areas of English language arts (same core textbook series), reading intervention (REACH, High Point), and mathematics.

<u>Services for Children with Limited English Proficiency</u>:

All limited English proficient students are tested annually with the CELDT test and other assessments to comply with state requirements and to determine program placement according to district-established criteria. Students and parent may choose one of three program placements as per Proposition 227.

This summer the district has completed a major revision to the District English Learner Master Plan which details and articulated program of service pre-K through grade 12 or all English Learners. This work is being accomplished through the DELL Committee and the District English Learner Coordinator. School site plans and district plans include procedures that ensure quality services to English Learners

<u>Services for Children with Disabilities</u>:

Calexico Unified School District's special education programs provide a full range of services designed to meet the needs of students referred by school sites within our district, state and federally funded preschool program, private preschool programs, and other agencies within the district's attendance boundaries. The majority of students receiving services through the special education programs provided by Calexico Unified School District are mild-moderate or require designated instructional services. Special education teachers and designated instructional specialists (specialists in speech, adaptive physical education, resource specialist

programming, school nurse, and registered nurse), use an individualized and innovative approaches for instruction in structured, positive environments. Students are served at instructional settings that include elementary schools, junior high, comprehensive high school, and alternative high school. Eighty percent (80%) of all special education participants are classified as an English Language Learner. Imperial County Office of Education and the Imperial County Special Education Local Plan Area (SELPA) ensures students have access to services not available within out district. Imperial County Office of Education administers these regionalized services.

Neglected or delinquent youth; Native American (Indian) students served under Part I of Title VII:

This is not applicable.

Services to Migrant Children:

Services to migratory children are detailed in the Migrant Service Agreement. Students are assessed at the time of their arrival (unless there is sufficient information from their previous school) and placed in programs appropriate to their needs. Migrant services are coordinated with services provided through other funding sources as per the local site plans. A migrant counselor monitors student services to assure that they are provided appropriately and do not duplicate other services.

Services to Homeless Children:

These children are identified upon enrollment at local school sites. Academic needs are addressed through local school programs. Students are referred to the Calexico Family Resource Center where social and emotional needs are addressed.

Services to Immigrant Children:

Calexico Unified School District provides programs to students at elementary, junior high, and high school levels. Students are provided instruction in English language development and in core subject areas. Students transition into other programs based on district criteria, which includes assessment of English language proficiency. Funding to support immigrant students is coordinated with funding from other sources to meet identified student needs.

Other

CUSD schools operate school-based coordinated programs and most operate Title I school-wide programs wherein resources are coordinated to improve the school program. All CUSD resources are coordinated and utilized (according to state and federal guidelines and requirements) with the intent of achieving the maximum impact on student achievement.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b) (8) (D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h) (2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

   - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
     (A) have the lowest proportion of highly qualified teachers;
     (B) have the largest average class size; or
     (C) are identified for school improvement under section 1116(b).

   - The LEA will comply with section 9501 (regarding participation by private school children and teachers).

   - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

   - The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
   - Strategies for using technology to improve academic achievement and teacher effectiveness.

   - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

   - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

   - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

   - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

  o Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  o Is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  o Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Have consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- Will be used to make decisions about appropriate changes in programs for the subsequent year;

- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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