

(CDE use only)	
Application #	

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **March 10, 2012**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Campbell Union Elementary School District

County/District Code: 43-69393

Dates of Plan Duration (should be up to three years): 2012 - 2015

Date of Local Governing Board Approval: March 29, 2012

District Superintendent: Eric Andrew, Ed.D.

Address: 155 N. Third Street

City: Campbell State: CA Zip: 95008

Phone: (408) 341-7211 Fax: (408) 341-7280

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 63 – 71. Signatures are required on page 72.

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 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.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of

administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>

- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets?

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
X	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$108,193	\$781,334	\$608,683	68.81%
Title I, Part B, Even Start	0	\$80,000	\$80,000	100%
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$73,009	\$270,856	\$264,492	76.92%
Title II, Part D, Enhancing Education Through Technology	\$3,907	0	\$3,907	100%
Title III, Limited English Proficient	\$65,332	\$268,761	\$301,915	90.37%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	\$2,894	0	\$2,747	94.92%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	\$1,121,133	\$1,189,908	106.13%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$740,484	\$5,225,256	\$4,664,301	78.18%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	\$240,827	\$588,882	\$265,112	31.95%
State Migrant Education				
School and Library Improvement Block Grant	\$130,697	\$396,568	\$401,862	76.22%
Child Development Programs	0	\$1,001,722	\$882,360	88.08%
Educational Equity				
Gifted and Talented Education	0	\$55,435	\$55,435	100%
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)	\$120,625	\$660,565	\$607,880	77.81%
ASES				
TOTAL	\$740,484	\$5,225,256	\$4,664,301	78.18%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs**

assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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

DISTRICT PROFILE

Campbell Union School District is a PreK-8 school district in the western portion of Santa Clara County. The district serves students from portions of 5 cities: Campbell, San Jose, Los Gatos, Saratoga, Santa Clara. There are 9 elementary schools, 3 middle schools and one continuation school comprised of 7,607 (K-8) students. CUSD also has a Home School program with an additional 22 students.

Campbell's demographic profile is:

Subgroup	Percent	Subgroup	Percent
American Indian n=55	0.7%	White n=2423	31.8%
Asian n=924	12.1%	Declined to State/Unclassified n= 229	2.61%
Pacific Islander n=62	0.8%	SED n= 3,471	45.6%
Filipino n=210	2.76%	English Language Learners n=2380	31.26%
Hispanic n=3534	46.4%	Students with Disabilities n=588	7.7%
African American n=373	4.9%		

Campbell is resolute about its **mission**: "Campbell Union School District, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed." To that end, the **vision** of CUSD's preferred future is: "Campbell Union School District will be a model for innovative programs and instruction that engages, empowers and inspires all children to thrive."

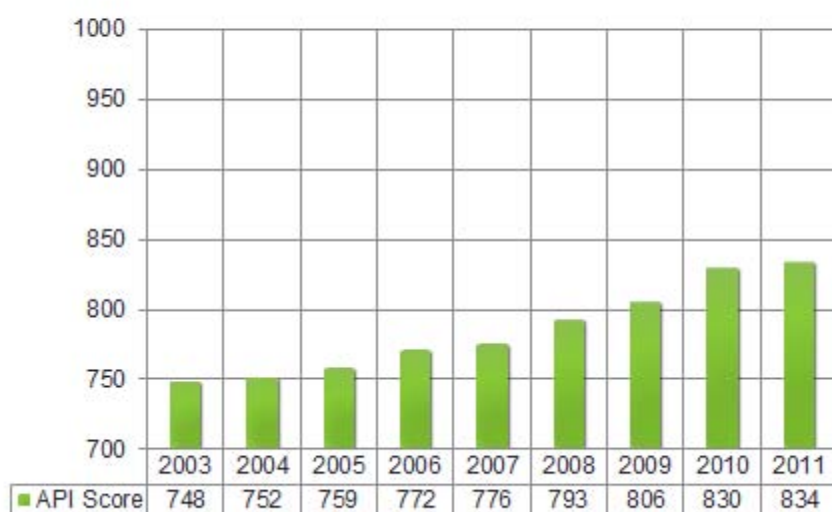
The district is in year 3 Program Improvement (PI). There are 3 schools in PI: Lynhaven (Year 1), Rosemary (Year 5), and Sherman Oaks (Year 3). Despite these designations, CUSD has made dramatic gains in achievement over the last five years: +12.4 percentage points AYP in ELA, +14.8 percentage points in Math. More significant, the disadvantaged subgroups, with the exception of students with disabilities, increased at a faster rate than the district overall. Particularly noteworthy are the dramatic increases of English Language Learners as demonstrated in the table below:

	ELA AYP 5 Year Percentage Point Gain	Math AYP 5 Year Percentage Point Gain
CUSD	+ 12.4	+ 14.8
ELL	+ 24.5	+ 20.6
SED	+ 15.3	+ 16.6
Hispanic/Latino	+ 17.2	+ 18.2
Students with Disabilities	+ 9.4	+ 12.4

Campbell Union School district is in PI as a result of the Hispanic/Latino and SED subgroups' performance. However, SwD are improving at a slower rate than the aforementioned subgroups and is of equal concern. Despite the accelerated narrowing of the achievement gap, gaps still exist between all of these groups and their more advantaged peers.

The accelerated rate of improvement is demonstrated by California's Academic Performance Index as shown in the graph below. The district surpassed California's goal of 800 API in 2009 and increased the number of schools over 900 API from one (1) to four (4) in the very same year that it entered Program Improvement.

CUSD Growth API



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, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- 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.

The Campbell Union School District uses multiple measures of assessment at specific intervals during the course of the school year. These are designed to provide an opportunity for regular, ongoing monitoring of student performance. The data gathered from these assessments is disaggregated by demographics to identify specific student needs.

Literacy and Writing Benchmark Assessments		
Grade Level	Assessment	Frequency
Kindergarten and Grade 1	ROLA (Reading and Oral Language Assessment) CAP (Concepts About Print) Writing Leveled Literacy Intervention (K-1)	3 x year 3 x year 4 x year end of every unit
Grades 2-8	Benchmark Assessments ROLA Read 180/System 44 (intervention) Language! (intervention) Leveled Literacy Intervention (2) Writing	4 x year 3 x year end of every unit end of every unit end of every unit 4 x year (3 x year for grades 4, 7, 8)

ELD Benchmark Assessments		
Grade Level	Assessment	Frequency
Kindergarten –Grade 3	Express ADEPT ADEPT	1 x year 2 x year
Grades 4 - 8	Express ADEPT ADEPT Gap Finder	1 x year 2 x year 2 x year

Math Benchmark Assessments		
Grade Level	Assessment	Frequency
Kindergarten	Benchmark Assessments	4 x year
Grades 1- 4	Benchmark Assessments	4 x year
Grades 5 – 7	Benchmark Placement Assessment (Grades 5-7)	4 x year 1 x year
Grades 7- 8 (End of Course Classes: Algebra and Geometry)	Benchmark Assessments Placement Assessment Summative Final	4 x year 1 x year 1 x year

Science Benchmark Assessments		
Grade Level	Assessment	Frequency
Grades 4 – 8	Pre-Assessment	1 x year
Grades 4, 6, 7	Post-Assessment	1 x year

Formative Assessments:

In addition to these multiple measures, teachers use a variety of formative assessments on an ongoing basis. They meet in grade level/department teams during Structured Teacher Planning Time (STPT) weekly within their grade level (elementary) or department (middle) to analyze the data, adjust instruction and provide students with the scaffolds and support they need to be successful. The four essential elements addressed in these PDSA (Plan-Do-Study-Act) collaboration meetings include:

1. What do students need to know (the learning and language objectives)?
2. How will teachers know if they have met the goal (formative assessment)?
3. What will they do if students have not learned (Rtl² process that includes intervention, tutoring before, during or after school, and regrouping to provide targeted support)?
4. How will they extend the learning for students who are already proficient?

The use of Focal students is another formative assessment protocol used. Each teacher designs lessons to meet the needs of identified focal students and then uses these students as barometers of meeting content and language objectives. In selecting these students, teachers keep in mind the various groups they must differentiate for in each lesson. (e.g., SwD, EL, FBB/BB, GATE, etc.).

Needs Assessment Process

The district, in conjunction with the DAIT from Santa Clara County Office of Education (SCCOE), conducted a needs assessment from November through January 2012. During this period, the district convened a group to complete the District Assistance Survey (DAS). The DAIT conducted focus groups with all key stakeholders including: board members, Instructional Services administrators, parents,

teachers, principals, district department staff, union leaders and the superintendent. DAIT members also did walkthroughs at the school with the principals.

Following the data collection, the SCCOE DAIT reviewed all background information and evidence and summarized the data which included:

- Existing LEA plan and the district's most recent strategic planning efforts,
- California Department of Education (CDE) data reports for each school and the district,
- California English Learner Development Test (CELDT) results,
- English Learner Subgroup Self Assessment (ELSSA),
- District Assistance Survey (DAS) results,
- Samples of benchmark assessments,
- Focus group interviews,
- Various documents providing evidence of the district's reform efforts to date.

These data were analyzed and the findings organized by the five strategies in the district's strategic plan. Those strategies are:

- Strategy I: We will promote and sustain a creative learning community that is free of excuses and restrict labels, prejudice, and assumptions about abilities or outcomes.
- Strategy II: We will provide a variety of avenues to our families to be involved in and enhance their child's education.
- Strategy III: We will engage our students beyond the standards and create critical thinkers and life-long learners by offering a variety of educational settings and programs.
- Strategy IV: We will provide a rigorous comprehensive program that produces consistent school outcomes through a systematic intervention plan for all students.
- Strategy V: We will provide professional development characterized by collaboration and based on proven methods and brain-based research.

A description of the evidence and the strengths and challenges in each strategy will be described below.

**CAMPBELL UNION SCHOOL DISTRICT
DAIT REPORT OF FINDINGS
FEBRUARY 14, 2012**

Description of District Context

The Campbell Union School District (CUSD) is in Year 3 of Program Improvement (PI) and was assigned Corrective Action 6 by the State Board of Education in November of 2011. Corrective Action 6 requires that a district work with a District Assistance and Intervention Team (DAIT) to complete a comprehensive needs assessment with recommendations, revise their LEA plan accordingly, and fully implement a coherent, standards-based curriculum to meet the needs of all students. This document, completed by the Santa Clara County Office of Education DAIT, is the report of findings from the needs assessment.

CUSD is comprised of 13 schools: nine elementary, three middle schools, and a community day school (has fewer than 10 students). Eleven of the 13 schools in CUSD are dependent charters. A variety of traditional and non-traditional instructional programs are offered including dual language immersion (English/Spanish), parent participation, and home school. There are over 7,700 students and the district is growing. The ethnic composition of the district is 4.9% African American, 11.9% Asian, 2.7% Filipino, 45.8% Hispanic/Latino, and 31.2% White. Forty-five percent of students receive free or reduced school lunch, 44.2% are Socioeconomically Disadvantaged (SED), 43.3% are English Learners (EL), and 9.5% are Students with Disabilities (SwD). These demographics are not evenly distributed across the schools. CUSD covers a demographically diverse area. Hispanic, SED, and Spanish-speaking ELs are clustered in several of the schools while White and Asian students are clustered in others.

Notable in Campbell is their fiscal responsibility. The district continues to operate with a reserve larger than surrounding districts. Several events (i.e. shifting schools to be dependent charters, passing a bond measure) have given the district more flexibility and more funds with which to work. As a result, while teachers have not gotten a raise in four years, their benefits have increased and the district has largely been able to avoid lay offs and furlough days with the exception of one furlough day in 2010-11. The student to teacher ratio at grades K-3 remains at 21 to 1. Some larger elementary schools have an assistant principal. Strong fiscal solvency in a time of massive budget cuts was noted by a number of staff in an informal survey as a strength of the district and contributes to the positive relationship between the district and certificated and classified bargaining units.

Responding to the diverse needs of the students, the district *has three districtwide High Leverage Activities (HLAs): Response to Instruction and Intervention (RtI²), English Language Development (ELD), and coaching*. These activities, collaboratively determined by the Governing Board, Superintendent, District Office staff and other key stakeholders, inform the allocation of resources and staff time and professional development. They also are aligned with the sites' HLAs and their Single Plans for Student Achievement (SPSA).

The district employs 352 teachers and 99.7% are fully credentialed and meet the requirements as Highly Qualified Teachers. Teachers have an average of 9.7 years experience teaching in the district. The average age of certificated staff is 43. The demographic make up of site teaching staff and administration does not mirror that of the district's students. For example, in 2011-12 45.8% of the students are Hispanic but only 11.3% of the teaching staff and site administrative staff are Hispanic. Also, 74.6% of the teaching staff and site administration are White and only 31.2% of the students are White. The district is actively recruiting teaching and administrative staff that address this disparity, particularly staff who are Spanish speakers, but their primary focus is on hiring qualified individuals. In 2010-11 the district provided support to 25 first year and second year teachers through BTSA.

The district Academic Performance Index (API) has risen nearly 100 points since 2003 from 738 to 834. Table 1 below shows the API figures for each school over the last four years. Eight of 12 schools and the district have an API of over 800, the state's target. The remaining four schools are all in the 700s. Because this measure is weighted toward moving students out of the Far Below Basic and Below Basic performance levels on the CST, these figures reflect the work that the district has done to eliminate the numbers of students in those two performance brackets.

Table 1: API Growth by School From 2007-2011

School	2007 API	2008 API	2009 API	2010 API (Base)	2011 API	
Blackford	717	737	714	767	763	-4
Capri	832	852	831	872	867	-5
Castlemont	755	764	795	810	824	+14
Forest Hill	880	888	909	918	931	+13
Lynhaven	744	771	791	773	802	+29
Marshall Ln	897	922	928	959	953	-6
Rosemary	633	711	734	760	771	+11
Sherm Oaks	699	755	742	830	845	+15
Village	850	875	919	933	951	+18
CMS	691	674	727	727	737	+10
MMS	720	728	736	776	778	+2
RHMS	859	888	902	916	909	-7
District	776	793	806	830	834	+4

Table 2, on the next page, shows the percent of students meeting the AYP targets districtwide and in numerically significant subgroups from 2006-07 through 2010-11. Over the four-year period from 2006-07 the percent meeting target districtwide has gone from 51.7% to 63.4% in English Language Arts (ELA) and 55.2% to 66.7% in math. This is approximately a 2.5 percentage point gain each year. In 2010-11 the district did not meet AYP targets in either ELA or math. Asian, Filipino, and White student subgroups continue to meet AYP targets in both ELA and math. At approximately 80% or higher at Proficient or Advanced, these groups will meet targets in 2011-12 if they maintain this level of performance. EL made the largest growth of any subgroup in ELA over the four-year period beginning in 2006-07 from 29.3% meeting targets to 48.2% in 2010-11. Despite overall growth in all groups, there remains a 35-40 percentage point gap between the lower performing and higher performing subgroups in both ELA and math.

The district entered Program Improvement (PI) based on the performance of the Students with Disabilities (SwD), Hispanic, Socioeconomically Disadvantaged (SED), and English Learners (EL) specifically in ELA. There is significant overlap between the students in the Hispanic, SED, and EL groups. SwD began not making targets in ELA in 2006-07 with 24.2%. With the exception in 2009-10 when the SwD made the ELA target via Safe Harbor with 34% proficient, the SwD have not made targets in ELA. Hispanic and SED students began not meeting targets in ELA in 2007-08. EL made their AYP targets in ELA until 2008-09. In math, SwD began to not meet targets in 2007-08. This was followed by Hispanic and SED students in 2008-09. EL have met AYP targets in math every year except in 2010-11. Math performance in all subgroups has outpaced performance in ELA by approximately five percentage points.

SwD made the smallest percentage point growth of any subgroup over the four-year period in ELA (24.2% to 33.6%). The percent proficient is also lower in both ELA and math as compared to all other subgroups.

**Table 2: 2006-07 to 2010-11 Percent Meeting Annual Measurable Objectives
For ELA and Math from the Total Number of Valid Scores**

	2006-2007				2007-2008				2008-2009				2009-2010				2010-11			
	ELA		Math		ELA		Math		ELA		Math		ELA		Math		ELA		Math	
	%*	#*	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Target	24.4		26.5		35.2		37		46		47.5		56.8		58		67.6		68.5	
All	51.7	5139	55.2	5131	55.5	5290	56	5281	58.1	5205	60.2	5202	61.3	5198	63.8	5193	63.4	5365	66.7	5355
AA**	43.8	274	44.7	275	46.5	271	38.9	270	54.9	244	49.8	243	56.9	225	54.7 SH	223	56.7	203	59.1 SH	203
Asian	74.5	601	79	599	78.3	594	82.8	594	80.8	553	85	554	85.2	549	87.2	548	86.6	543	88.9	542
Filipino	59.5	116	56.9	116	65.6	122	63.1	122	75.6	119	72.3	119	77.7	130	76.2	130	82.8	134	81.3	134
Hispanic	29.3	2002	33.2	2001	34.3	2152	37.5	2150	35.4	2164	42	2165	41	2284	48.4 SH	2285	44.9	2459	51.4	2455
White	68.2	1964	64.6	1959	73.3	1897	70.4	1893	76.8	1825	74.3	1823	78.8	1677	77.1	1674	80	1709	79.8	1705
SED**	29.9	2116	35.7	2115	34.2	2339	37.9	2334	35.8	2109	42.6	2110	40.8	2121	47.9 SH	2119	44.3	2399	52.4 SH	2393
EL**	29.3	1828	37.7	1824	37.1	2093	43.9	2089	39.4	2150	49.1	2152	45.7 SH	2293	54.1 SH	2292	48.2	2355	56.3	2352
SwD**	24.2 ****	475	25.5 AJ** *	471	27.6	460	30.6	457	28.1	469	29.8	470	34 SH	482	38.1 SH	480	33.6	491	40.8	488

*% = Percent at Proficient or Advanced, # = Total number of valid scores

**AA = African American or Black, SED = SocioEconomically Disadvantaged, EL = English Learners, SwD = Students with Disabilities

***AJ = Adjustment for SwD (20 percentage points added) 2006 ELA & Math, 2007 Math only; SH = Safe Harbor

**** The red color denotes not meeting the AYP target.

Table 3 shows which of the district's 12 schools are meeting AYP targets and which are in Program Improvement. This table also shows that at the elementary schools, ELA is the subject area in which most schools do not meet targets. All elementary schools are meeting AYP targets in math. In the middle schools, ELA is the relative strength and none of the three schools met their math AYP targets.

Table 3: Campbell Union School District Schools Meeting AYP Targets

Schools	Reading	Math	PI
Elementary Schools			
Blackford	No	Yes	Not in PI
Capri	No	Yes	Not Title 1
Castlemont	Yes	Yes	Not Title 1
Forest Hill	Yes	Yes	Not Title 1
Lynhaven	No	Yes	Year 1
Marshall Lane	Yes	Yes	Not Title 1
Rosemary	No	Yes	Year 5+
Sherman Oaks	No	Yes	Year 3
Village	Yes	Yes	Not Title 1
Middle Schools			
Campbell	Yes	No	Not Title 1
Monroe	No	No	Not Title 1
Rolling Hills	Yes	No	Not Title 1

Summary of District Context

The Campbell Union School District (CUSD) is in Year 3 of Program Improvement (PI) and was assigned Corrective Action 6 by the State Board of Education in November of 2011. The district has chosen to work with the Santa Clara County Office of Education (SCCOE) District Assistance and Intervention Team (DAIT) to complete a needs assessment and make recommendations for improvement to the district.

CUSD is comprised of 13 schools: nine elementary, three middle schools, and a community day school (has fewer than 10 students). Eleven of the schools in CUSD are dependent charters. There are over 7,700 students and the district is growing. The ethnic composition of the district is 4.9% African American, 11.9% Asian, 2.7% Filipino, 45.8% Hispanic/Latino, and 31.2% White. Forty-four percent of students are Socioeconomically Disadvantaged (SED), 43.3% are English Learners (EL), and 9.5% are Students with Disabilities (SwD). These demographic groups are not distributed evenly over the district. SED, EL, and Hispanic students tend to be clustered at certain schools. The district employs 352 teachers and 99.7% are fully credentialed and meet the requirements as Highly Qualified Teachers.

Responding to the diverse needs of the students, the district has three, districtwide High Leverage Activities (HLAS): Response to Instruction and Intervention (RtI²), English Language Development (ELD), and coaching. Notable in Campbell is their response to fiscal responsibility. The district continues to operate with a reserve larger than surrounding districts. Strong fiscal solvency in a time of massive budget cuts was noted by a number of staff in an informal survey as a strength of the district and contributes to the positive relationship between the district and certificated and classified bargaining units.

The district Academic Performance Index (API) is 834 and has increased nearly 100 points growth over the last 8 years. Eight of 12 schools also have an API of over 800. The district entered Program Improvement (PI) based on the performance of the Students with Disabilities (SwD), Hispanic, Socioeconomically Disadvantaged (SED), and English Learners (ELs) specifically in ELA. There is significant overlap between the students in the Hispanic, SED, and EL groups. While there has been growth across all subgroups, there remains a 35-40 percentage point gap between the lower performing and higher performing subgroups in both ELA and math. SwD is the lowest performing subgroup in the district and showed the least growth over a four-year period. ELs, on the other hand, grew nearly 20 percentage points over the same period. A coordinated district effort to address the needs of EL has increased academic outcomes for these students.

Needs Assessment Process

The district, in conjunction with the DAIT from Santa Clara County Office of Education (SCCOE), conducted a needs assessment from November through January 2012. During this period, the district convened a group to complete the District Assistance Survey (DAS). The DAIT conducted focus groups with all key stakeholders including: board members, Instructional Services team, parents, teachers, principals, district department staff, union leaders and the superintendent. DAIT members also did walk throughs at all schools with the principals.

Following the data collection, the SCCOE DAIT reviewed all background information and evidence and summarized the data which included:

- Existing LEA plan and the district's most recent strategic planning efforts,
- California Department of Education (CDE) data reports for each school and the district,
- California English Learner Development Test (CELDT) results,
- English Learner Subgroup Self Assessment (ELSSA),
- Inventory of Services and Supports (ISS) for Students with Disabilities,
- District Assistance Survey (DAS) results,
- Samples of benchmark assessments,
- Focus group interviews,
- Various documents providing evidence of the district's reform efforts to date.

These data were analyzed and the findings organized by the five strategies in the district's strategic plan. Those strategies are:

- Strategy I: We will promote and sustain a creative learning community that is free of excuses and restrictive labels, prejudice, and assumptions about abilities or outcomes.
- Strategy II: We will provide a variety of avenues to our families to be involved in and enhance their child's education.
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- Strategy V: We will provide professional development characterized by collaboration and based on proven methods and brain-based research.

A description of the evidence and the strengths and challenges in each strategy will be described below.

Findings

Strategy I: Creative Learning Community With High Expectations for All

"We will promote and sustain a creative learning community that is free of excuses and restrictive labels, prejudice, and assumptions about abilities or outcomes."

CUSD has been working for at least four years on becoming more student-centered and focused on actions supporting a mindset that all students can succeed in CUSD. The previous superintendent began

the work of shifting the focus and bringing an equity mindset to CUSD. The hiring of a new superintendent in the spring of 2010 gave traction to this emerging shift in culture in the district to ensure equitable opportunities for all students. The vision as stated for Strategy I was developed and has become the overarching theme driving the district's work at all levels – e.g. site and district data driven culture, interventions, instructional practices. In an interview a board member noted, "We believe that every child is capable of learning. If you've been in our district for a couple years and you're BB and FBB, we've failed." In an informal survey of the 25 participants who completed the DAS, 13 of them remarked that a strength of the district was their student-centered, do whatever it takes attitude. Some comments included: "Campbell goes above and beyond to create programs to meet the needs of diverse learners," "A professional staff who are passionate about supporting student learning," and "The value that we will do whatever it takes to educate kids."

The vision of success for all students has been propagated at all levels of the CUSD community. The Board members and the Superintendent talked about ensuring all actions are driven by the shared vision. To do this, they begin with an inclusive process to review data, design a three-year strategic plan and six-month achievement goals. Through Executive Council meetings, Instructional Services team meetings, District Leadership Team (DLT) meetings, Superintendent's Parent Advisory Council (S-PAC), and meetings at school sites and throughout the community, among others, actions are designed and resources allocated in alignment with the vision, strategic plan, and district goals. Most recently, December 15, 2011, approximately 80 district and community stakeholders gathered to create a new vision, the six-month benchmarks, and the effectiveness of actions to date. The district High Leverage Activities (HLAs): RtI², ELD, and coaching, are all related to the vision and are selected based on data. Staff at the district and site are charged with implementing these priorities in the most efficient and effective manner possible.

To implement the vision of high expectations for all students, Equity Teams are formed at each site. The Equity Teams (ETs) were trained by Edwin Javius on the principles of equity. The ETs then trained the staff at the sites to move the campus to "level 4-deep implementation" of equity principles. The critical examination of practice includes 1: key principles of equity (mindset), culturally conscious responsive instruction (thinking and doing), culturally conscious coaching (monitoring), and cycle of inquiry (assessing). To that end, ETs identify the goals that will enhance equity at their schools. Most of them do equity walk throughs as a team to look for evidence of cultural consciousness. There is an "Equity in Action" 14-item checklist to determine where they are as a school related to indicators of culturally conscious teaching. Nearly every school took on the implementation of the 9-step lesson plan that promotes culturally conscious lesson design. They all worked on "digging deeper with data."

Consistent actions that support the belief that all members of the CUSD community need to work together so all students achieve at high levels has increased trust between different groups in the district. For example, the Board recently allocated significant funding to support interventions based on the Superintendent's request. Also, based on interview data, the certificated and classified bargaining units say there is an open, transparent relationship with the new administration. The certificated union president said, "I trust this administration and they trust me." She described how the relationship was built when the Superintendent first came to the district and how the consistent, positive response increased trust. She said, "You try it a couple times and then before you know it we're on the limb together."

Evidence from interviews, the DAS, and the district's perception survey given annually to families, students, and staff provide more information about how the vision is implemented in CUSD. On the District Assistance Survey (DAS), participants in the rating process gave themselves a 2+ on a scale of 1-3 with 3 being the highest on their commitment to equitably serving the needs of all students. However, on the standard regarding the how the LEA leadership fosters a culture to support reform based on research-based programs, the district received a 2-. Participants' comments included: "Vision not fully visible," "Working on trust," and "Collaboration improving but still a work in progress." The notion that widespread acceptance of the vision is still a work in progress is echoed on the perception survey.

Overall, elementary ratings on the perception survey tend to be clustered around a rating of 4 on a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree. Village School tends to be the highest and

Blackford the lowest. There is more variance in the middle schools and the ratings tend to be lower overall. Rolling Hills tends to be the highest and Monroe is most frequently the lowest although Campbell Middle School is very close and sometimes lower. Note that in the ratings for each question usually less than half a point separates the highest and lowest schools. At all schools the staff ratings for “I believe the vision of the school is strong” is higher than “I believe the vision for this school is shared.” The elementary schools cluster around a 4 for the former and 3.75 for the latter. The middle schools average a 3.75 for a clear vision and a 3.5 regarding the extent to which the vision is shared. All staff firmly believe that all students can learn.

As one of the High Leverage Activities (HLAs) that supports the vision of high expectations, beginning primarily in 2009-10, CUSD implemented a Response to Instruction and Intervention (Rtl²) model which addresses both the academic and behavioral needs for all students, sets the stage for high expectations, and eliminates the excuses and assumptions about student’s abilities. The Campbell’s Rtl² framework delineates the full spectrum of academic instruction from Benchmark (Tier I) to Strategic (Tier 2) and Intensive Instruction in Tier 3 and PBIS. These are described more fully under Strategy IV. Campbell has added a 4th tier titled Special Education to their Rtl² model. The 2011-12 Administrator Rtl² Binder clearly outlines the steps for teacher and sites to take for their struggling students prior to setting up a Student Study Team (SST). However, in the site walkthroughs and focused interviews when asked to clarify Rtl² only a few responses spoke to the Tier I of the academic side of the pyramid, 1st Quality Instruction, which is labeled as Benchmark Classroom Instruction in Campbell’s model.

According to district staff, another manifestation of the vision is providing a positive school climate at all schools. Positive Behavioral Interventions and Supports (PBIS) is a districtwide initiative to ensure that students feel safe and make positive choices regarding their behavior on campus. It is the main initiative in the social/behavioral side of the Rtl² pyramid. DAIT walk throughs provided evidence of PBIS at every site. There were charts with personal standards and evidence of a reward system. Each site has a PBIS leadership team. Evidence of the impact of PBIS is on the perception survey. Family members and students at all schools Agree or Strongly Agree that they are treated respectfully by staff, that work is challenging, and that students get the help they need to succeed academically and socially. The weakest area for families and students is the degree to which students are treated respectfully by other students. The rating for elementary families and students and middle school families averages a 3.75 and for middle school students about a 3.1 on a 5 point scale, in response to the statement about whether students treat one another with respect. The district has hired a full time teacher on special assignment to support all sites with the implementation of PBIS. Interviews with some staff suggest that there remain some problems with adequately addressing the behavioral and social needs particularly of SwD at school sites. Collaboration with the Special Education Department is at an emerging stage. At some but not all sites the RSP or SDC teacher sits on the PBIS team to support and strategize on higher tiered interventions.

Human Resources department staff exercise many ways to recruit and retain only the most skilled candidates for the district. The district has developed a culture of high expectations with high levels of support for teachers. They emphasize finding people who embody the district’s core beliefs and values in their recruitment practices and hiring procedures. The district developed a rigorous process to obtain tenure in the district. Student teaching is viewed as a year-long interview and a way to get teachers “Campbellized.” If the district ultimately hires the student teacher, the supervising teacher often becomes the BTSA mentor to provide consistency in the induction process. Seven districts, one charter, and 14 private schools contract with Campbell to form a BTSA consortium. Campbell is the lead district in the BTSA teacher-training consortium. Other recruitment strategies (e.g. increased substitute pool, working directly with San Jose State and Santa Clara Universities) allow the district multiple exposures to an individual before hiring him or her. Administrators at the site and district level frequently come from within the system so they are familiar with the vision, expectations and procedures of the district.

System-wide there are deliberate *efforts to pair the vision with clear expectations and a system of accountability all based on data and evidence.* The Superintendent described the system of collaboratively creating a vision and a related strategic plan establishing a set of goals and expectations to carry out the vision. These are present in all departments at the district and at all levels of the

organization. For example, in interviews the following monitoring and accountability relationships were mentioned:

- All expectations are first supported by appropriate resources and professional development.
- All district level staff have achievement based goals written into their evaluations,
- Principal evaluation begins with a goal setting cycle based on their data, professional standards, and their High Leverage Activities (HLAs). There is a mid-year progress review after the benchmarks and a final review. No progress results in an action plan.
- A similar evaluation system is in place for teachers. In addition, principals have data chats with each teacher to ensure that all students' needs are being met.
- There are Equity Coaches at all but four sites. They are responsible for monitoring and coaching teachers on effective instructional strategies and implementation of Systematic ELD. Coaches ensure equitable teaching practices that work to increase rigor, relationships, and relevance.
- An outside consultant monitors ExCEL, helps with planning, and supports teachers.
- Members of different district level departments frequently collaborate to troubleshoot and address problems identified through achievement data.
- Districtwide coaching to support high quality instruction in math and literacy (support with Board Math, writing, and the A Look at Learning [A.L.L.] cycles)
- District and site staff engages in Learning Walk SITNA – Situation in Need of Attention. The principal identifies a problem of practice, provides evidence, and then teams observe in classrooms and collaboratively make recommendations to address the problem.
- Interventions have pre and post-data. These data are used to evaluate the effectiveness of the intervention.
- Regular conversations are held among all Instructional Services staff members and between district departments to ensure that information, challenges and data are known by all in a timely fashion to address problems collaboratively and quickly.
- District staff works with principals in the District Leadership Team (DLT) to make sure that principals have sufficient information and training (Crucial Conversations, Speed of Trust, A.L.L.) to hold teachers accountable.

This work on establishing a vision and the systems and structures to support it are paying off for one of the target populations in particular – English Learners (EL). Considerable attention has been placed on EL educational outcomes in CUSD over the last several years, the details of which are described in later sections. Data from the CELDT and English Learner Subgroup Self Assessment (ELSSA) are provided here to demonstrate the potential impact when all actions are driven by a clear vision. As shown in Table 2, on page 3, EL students made nearly 20 percentage points growth in both ELA and math outpacing growth in every other subgroup. While there is significant overlap between EL, Hispanic, and SED subgroups, the EL were able to meet AYP targets longer than the other two subgroups. These data are displayed also in Table 4 below from the ELSSA. It will be argued later in this report that the success of the EL subgroup is due to the coordinated effort to provide ELD and improve instructional practices in general with EL.

Table 4 AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level

	2006-07		2007-08		2008-09		2009-10		2010-11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	24.4%	26.5%	35.2%	37.0%	46.0%	47.5%	56.8%	58.0%	67.6%	68.5%
% Proficient or Above	29.3%	37.7%	37.1%	43.9%	39.8%	49.4%	SH-45.7%	SH-54.5%	48.2%	56.3%
Was Target Met? (Y/N)	YES	YES	YES	YES	NO	YES	YES	YES	NO	NO

The data for AMAO 1-2 are presented in the next set of tables. In Table 5 regarding AMAO 1, of note is that while AMAO 1 had been met up until 2010-11, the percent of EL students making progress had consistently declined since 2006-07. A total of 13 percentage points were lost since 2006-07. With a

renewed effort to make changes to the process for administering the CELDT and, more importantly, to analyze data, identify needs, and provide quality first instruction, interventions, and ELD to EL there was a significant increase in the percent of students making growth of at least one CELDT level on the CELDT. A nearly 18 percentage point increase in the students meeting AMAO 1 targets not only reversed the trend of the past few years but also helped the district meet the AMAO 1 target.

Table 5 AMAO 1: Percent of EL Students Making Annual Progress in Learning English

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Target	48.7%	50.1%	51.6%	53.1%	54.6%	56%*
Percent Meeting Target	60.5%	59.1%	58.7%	56.9%	47.2%	65.2%*
Was Target Met? (Y/N)	YES	YES	YES	YES	No	YES*

* Note these are estimates based on the 2011-12 CELDT results

In Tables 6a and 6b, the data on attaining English proficiency for EL students who have been enrolled in an educational institution receiving instruction in English Language Development (ELD) for less than five years (Table 6a) and five years or more (Table 6b) are presented. Similar to the AMAO 1, the AMAO 2 data show that the percent of ELs attaining or maintaining English proficiency had dropped over the last two years. The percent of Long Term English Learners (LTEL) attaining proficiency decreased as well and this group did not meet the AMAO target in 2009-10, 2010-11, or 2011-12. The more detailed data in the ELSSA completed in December 2010 show that in 2009-10 66% of the EL students in the district for five or more years were at the Intermediate level or below (44% Intermediate, 17% Early Intermediate, 6% Beginner). After an additional year of instruction there was not much change. At six or more years in the district, 63% of the students were at the Intermediate level or below (43% Intermediate, 14% Early Intermediate, 6% Beginner). The efforts to improve administration of the CELDT and to provide higher quality instruction and ELD also paid off on AMAO 2. The trend was reversed in 2011-12 with an eight percentage point gain on AMAO 2 for < Five Years and an eleven percentage point gain for ≥ Five Years.

Table 6a AMAO 2: Percent of EL Students Less than 5 Years Attaining English Proficiency

	2009-10	2010-11	2011-12
Target	17.4%	18.7	20.1% *
Percent Meeting Target	24.7%	21.2%	29.3%*
Was Target Met? (Y/N)	YES	YES	YES *

Table 6b AMAO 2: Percent of EL Students Five Years or More Attaining English Proficiency

	2009-10	2010-11	2011-12
Target	41.3%	43.2%	45.1% *
Percent Meeting Target	32.6%	27%	37.8%*
Was Target Met? (Y/N)	NO	NO	NO *

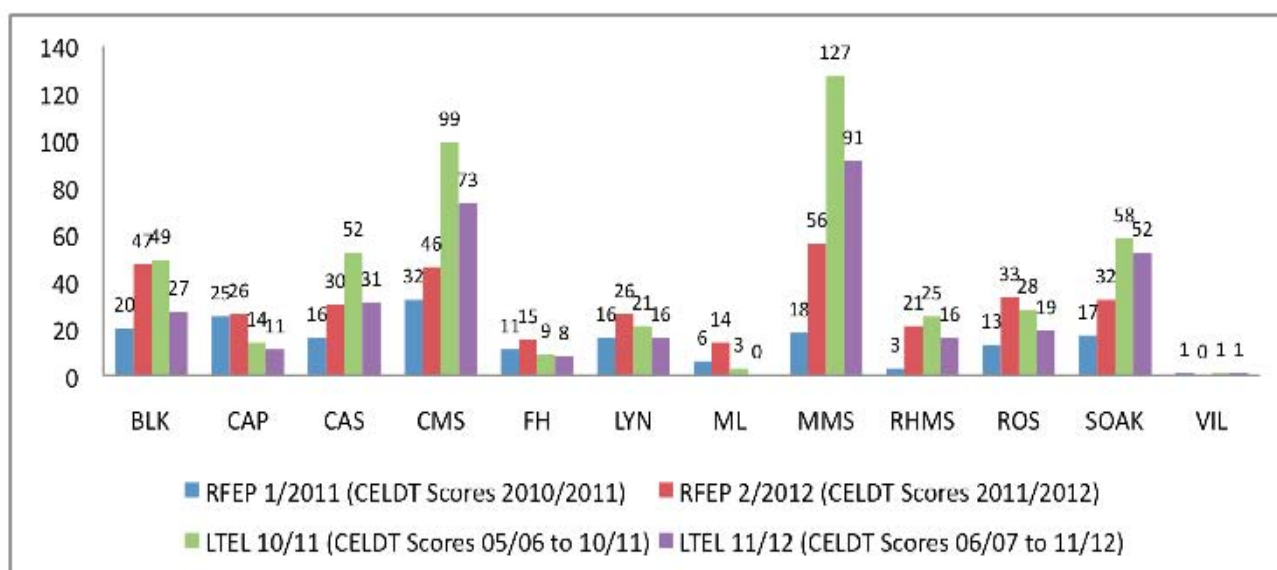
* Note these are estimates based on the 2011-12 CELDT results

It should be noted that based on district analysis 87 out of 345 LTEL are also SwD in the 2010-11 data. There is evidence from the 2011-12 CELDT that CELDT levels for LTEL are changing. In Table 7, on the following page, the first two bars for each school show that more students were redesignated as English Proficient at each site. The third and fourth bars for each site show the reduction in the number of LTEL at that site based on redesignation.

Interviews, the DAS, and other evidence confirm that the mindset of high expectations when applied to EL produced significant achievement growth. Systematic ELD, GLAD, data analysis related to EL and LTEL,

ELD walk arounds and ongoing coaching as contributing to the increases in academic performance of the EL subgroup, the reduction in LTEL, and increases in the numbers of students eligible for redesignation.

Table 7: 2011-12 CELDT Results by Site



The same evidence, however, shows that the mindset of high expectations and all the structural and instructional changes associated with it were not applied to Students with Disabilities (SwD) in the same comprehensive way they were to the EL. As pointed out earlier, SwD made the smallest increase in achievement of any subgroup and maintain the lowest overall percent meeting AYP targets. In the Inventory of Services and Supports (ISS) for SwD completed in 2010-11, the district concluded, "It is not clearly articulated that the district's shared vision and policy priorities related to high expectations for student achievement include SwDs." In the following sections of the report, specific areas will be highlighted where the vision of high expectations has not been equally applied to EL and SwD.

Strategy II: Family Engagement

"We will provide a variety of avenues to our families to be involved in and enhance their child's education."

Evidence from the DAS, focused interviews, and perception surveys show a willingness and efforts on the part of the district to engage families in meaningful ways in the district's reform efforts. On the DAS, there were numerous examples of how families can engage in the education of their child from participation in English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA) or Home and School Clubs (HSC), District GATE Council, and district groups such as Superintendent Parent Advisory Committee (SPAC) and District Language Advisory Committee (DELAC). At some sites parent education opportunities tend to be more traditional parental engagement activities such as volunteering at the site and attending parent-teacher conferences. In interviews, family members acknowledged that it is a small number of parents who regularly engage in the work of the school and district. These family members tend to sit on several committees, attend Board meetings, and volunteer at the school.

Focused interviews indicated that there is higher engagement from family members at the elementary schools as compared to the middle schools. According to the parent perception survey, parents overwhelmingly feel welcome and respected on campuses so the culture is not what keeps them from being more engaged. In interviews, family members said that common barriers to involvement were work, language, and parents' attitudes about what their role should be in the education of their children.

With one third of Campbell Union School District students designated as English Learners (EL) and nearly half of them designated as socio-economically disadvantaged (SED), CUSD struggled to increase parent involvement. Recognizing the critical role that parental involvement plays in student success, Campbell partnered with Santa Clara County Office of Education (SCCOE) in the Parent Engagement Initiative in 2010 to provide parents the tools to support their children's academic success.

The Parent Engagement Initiative is a multi-tiered program that provides parents the opportunity to learn effective parenting and academic support skills. Since Campbell's partnership with the Parent Engagement Initiative, 24 parents have become parent leaders. Of particular note, is the improved engagement of the district's middle school parents who are, generally, under-represented in the involved parent cadre. Trained parent leaders are now training other parent workshop participants on how to best help in their child's classroom and with home-based academic support activities. As a result of participation in the regional conferences and twenty follow-up district workshops, the DELAC and ELACs are as strong as our strongest parent organizations. Second language learner parents have enrolled in district-paid ESL classes for themselves to better help their students with schoolwork. Childcare is provided to increase attendance. In addition, there are parenting classes offered simultaneously with the summer school program for parents of students in the Summer Academy. The Associate Superintendent of Instructional Services stated the empowerment of this parent group through this training could not be more dramatic and significant.

A district goal is to improve communication with families, staff, and community. Family members participating in interviews described the superintendent as "approachable" and said that follow up happens when there is an issue. On the other hand, on the DAS, the district received a 2- on a scale of 1-3 with 3 being the highest on effective and timely two-way communication. A comment read, "Ongoing communication needs to strengthen with all stakeholder groups." Highlighted in the standard (A7) were the words "two-way" and "timely". On the perception survey family members all agreed that they understood the expectations at school for their child and were informed about their child's progress. In interviews and on the DAS, a large number of information delivery systems were mentioned including but not limited to: newsletters, robo-calls, principal's coffee, site and district meetings, Power School, mailed communications, flyers, and parent handbooks. However, in interviews and on the DAS there were concerns stated about the need for more opportunities for meaningful engagement in decision-making and more two-way communication. This was particularly true for family members for whom English is not the first language and who are less able to participate in traditional ways.

Strategy III: 21st Century Learning

"We will engage our students beyond the standards and create critical thinkers and life-long learners by offering a variety of educational settings and programs."

Moving beyond standards to a focus on 21st century learning is a particular concern of teachers. On an informal survey, in interviews, and in perception surveys, teachers expressed fears that some students only get the basics in reading and math. They said there should be more authentic learning that relates to the real world and more engaging, higher level activities. They wanted learning opportunities that supported the "whole child" including art, music, interpersonal and communication skills, drama, technology, history, and science. In the focused interviews, family members said: "It's about creating a mentality about learning. You're in a learning community." CUSD is assembling a set of programs, strategies and activities that support this vision of 21st century learning.

The district provides several different program offerings beyond the basic school program that include a dual immersion school, a parent involvement school, and other site-based programs and special focus areas. In addition, Homeschool is an educational alternative that is offered through the Campbell Union School District for students from all counties surrounding Santa Clara County. The program allows families the flexibility to work with a credentialed teacher to build a rigorous and customized educational program. It provides flexibility with scheduling and meets the needs of students who have outside commitments or other issues that make traditional schooling difficult. In addition, it is an alternative for

parents who feel strongly that they can positively impact the education of their child by being the primary teacher.

CUSD joined twenty-two districts in a collaborative community of educators called Curriculum Leadership Council (CLC). The primary focus of the CLC is to develop leadership skills and knowledge to support colleagues with the implementation of the new Common Core State Standards (CCSS). A cadre of five administrators and teacher leaders attended the 2011 CLC Summer Institute and three of the four 2011-12 follow up sessions. This group is the district's guiding coalition for Campbell and conducted an ELA and Math overview session of the CCSS to build understanding of the new CCSS. This strategic effort will help the district address their goals around Strategy III and lay the foundational skills and knowledge for new assessment systems based on the CCSS in addition to addressing the district's goals and the teachers' concerns about providing authentic learning experiences that relate to the real world.

In response to the data regarding the performance of students in the Proficient and Advanced performance bands on the CST, one of CUSD's explicit efforts to engage student's beyond the standards and prepare for the implementation of the CCSS is the GATE certification training. An expert in the GATE field was hired to provide a full GATE certification training. In addition to the previously certified 11 teachers, forty teachers received stipends to complete the training and an allocation for GATE instructional materials for their classrooms. During the DAIT site visits, several principals expressed excitement based on their teachers' participation in the GATE training. At one of the Title I schools, ten teachers are attending the training to learn new ways to design learning opportunities that encourage students to think differently, work cooperatively, find innovative answers to questions, and challenge their own creative abilities. During the focused interviews an elementary teacher cited participation in this training focused on going beyond basic skills and the core curriculum to develop greater depth in thinking and reasoning skills. Most importantly, CUSD has created a cadre of 51 teachers equipped to provide their students the intellectual tools to develop their capacity to become responsible, life-long learners.

Regarding the math CCSS, Jason Zimba, one of the authors of the math standards, says, "The essence of quantitative literacy is to use humble techniques to explain sophisticated concepts." Evident in site visits and interviews is the intentional focus of providing students the opportunity to improve their math skills, mathematical reasoning and problem solving skills through the implementation of MIND Institute ST Math at both the elementary and middle school levels. Also referred to as JiJi, this instructional math software program engages students in the development of conceptual understanding by the using visual representations to depict mathematical/algebraic concepts. This language independent program reduced one of the most critical barriers for struggling students by providing students access to rigorous standards and supporting deep understanding of mathematical principles. Of special note, Lynhaven and Rosemary Elementary were honored as two of ten Santa Clara County schools using ST Math and making a significant increase in Math proficiency based on 2011 CST.

Middle schools have AVID classes for targeted students to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities for college readiness and success in a global society. The AVID program levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. Table 8, below, show the numbers of middle school students in CUSD who participate in AVID.

Table 8: 2011-2012 Campbell Union School District: AVID Numbers

Site	Grade Level	# of AVID Students	Total School Enrollment @ Grade Level
Campbell Middle School	7	30	187
Campbell Middle School	8	28	211
Monroe Middle School	8	28	248
Rolling Hills Middle School	7	26	255
Rolling Hills Middle School	8	26	253

CUSD also participates in the Advancing Latino/a Achievement and Success (ALAS) conference which provides families and fifth to eighth grade students information on college readiness and preparation. Campbell enlists over fifty students and family members for ALAS to support the growth of a college-going culture among their Latina/o youth and families. This partnership with local universities provides Latino families additional exposure to college-student life and the benefits of higher education with the ultimate purpose to demonstrate that a college education is attainable. Latina/o youth from CUSD have been recruited as guest speakers for the ALAS conference affording students the opportunity to see familiar faces as successful role models.

CUSD has implemented a comprehensive Technology Plan to ensure that staff and students have access to newest technological tools. Sites boasted that all teachers have new computers or laptops. Notebooks or iMac carts and computer labs were in full use during the site visits. Teachers are actively participating in Intel and Apple trainings. These teachers received iPad for classroom instruction.

As mentioned in Strategy I regarding the learning environment, the district has used Positive Behavioral Interventions and Supports (PBIS) districtwide to create a learning environment free of threat. DAIT walk throughs show evidence that this is present at all sites and, while there are still some behavioral issues, on the perception survey students and parents agree that learning environment meets the social and academic needs of the students. In addition, parent and student perception surveys say that work is challenging and “makes students think.”

Strategy IV: Quality First Instruction and Tiered Interventions

“We will provide a rigorous comprehensive program that produces consistent school outcomes through a systematic intervention plan for all students.”

CUSD has made great strides over the last few years in providing a core program and data driven set of interventions for students who need additional support. The district provides SBE adopted materials in the four core areas as shown in Table 9 on page 14. Several years ago when professional development for the SBE adopted texts was readily available as were funds to cover the costs of providing it (AB 466 and SB 472), CUSD required all teachers to attend the 40 hours of training. They were one of the first to develop online training for the SBE adopted texts so teachers could get the same training but do it without needing to leave the classroom. The Professional Development chart still lists the 5-day Houghton Mifflin training for K-5 teachers to be required but nothing is listed for grades 6-8 in Holt language arts. No training is listed for the math adoptions at any grade level.

Algebra 1 is required for eighth grade students. All eighth graders receive one full period of Algebra 1 and struggling students receive extra time beyond the single period for additional support. Even with this support, there are still some students not taking Algebra 1 as eighth graders.

The district is standards aligned and continuing to focus on implementation of the core adoptions in ELA and math with fidelity. On the DAS there was a score of 2- on the standard “The LEA has policies to fully implement the SBE approved EPCs for Instructional Success in all schools in the LEA.” According to teachers during the focused interviews, they use the district pacing guides which spell out which standards are covered on each benchmark in ELA and math. They generally use the SBE adopted text as their first and primary resource (7th and 8th grade ELA does not use the text as often) and then rely on supplemental materials as they deem appropriate and necessary. Implementation of this standards-aligned curriculum is supported by district coaching and professional development in both language arts and math. This is described in the next section on professional development. Nearly all teachers are GLAD trained. GLAD strategies, if not actual units are visible, in most classrooms based on walk throughs completed by the DAIT. This standards-based instruction forms the “quality first instruction” that is the district’s foundation or Tier 1 on the academic side of the RtI² pyramid.

Table 9: Campbell Union School District Core Programs

Program Title/Description	Year began Implement	Content Area	Grade Levels
Houghton Mifflin Medallion ELA Upgrade (Teacher Materials only)	2011	ELA	K-5
Houghton Mifflin Reading: A Legacy of Literacy	2004	ELA	K-5
Holt Literature and Language Arts	2002	ELA	6-8
Houghton Mifflin Mathematics	2010	Math	K-5
Holt California Math	2009	Math	6-8
Scott Foresman: California Science	2008	Science	K-3
Houghton Mifflin: California Science	2008	Science	4-5
Holt Science and Technology	2008	Science	6-8
Scott Foresman: History-Social Science for California	2006	Social Science	K-3
Houghton Mifflin: History-Social Science for California	2006	Social Science	4-5
Glencoe: Discovering Our Past	2006	Social Science	6-8

As mentioned earlier, based on CELDT and achievement data for English Learners (EL), district and site staff galvanized around changing outcomes for this group of students. These efforts have paid off with an increase of 20 percentage points over four years on the CST in ELA and math for this subgroup. The most recent CELDT data also suggest that there have been increases in the percentages of EL increasing their language levels one or more levels and reaching proficiency in English. This effort has reached almost every department and level of the organization. The Board allocated funds. The district staff analyzed data to identify specific needs. Materials were identified, piloted, and purchased. Professional development was offered and ongoing coaching is available. This coordinated effort resulted in significant gains for the targeted population. Specifics about the ELD program are given below. The professional development and coaching are described in the next section.

Part of the coordinated effort to better serve EL was to provide regular ELD to EL throughout the district. On the DAS, a comment read, “ELD instructional programs are much improved (Systematic ELD) and being implemented consistently.” Interviews, walk throughs, and other documentation confirm that effort has been put into providing ELD for all EL students across the district although the curriculum, format, and time period vary by school.

A variety of curricular materials are available across the district for teachers to use for ELD. The district piloted both *Santillana* and *Inside* for ELD. These programs are available in addition to materials from the adopted ELA core as well as Language!. Achievement data showed that no one program “is the silver bullet” according to the Associate Superintendent of Instructional Services. In response, over the last several years the district has trained nearly every teacher in GLAD and there is support at the site for implementation. In addition, a number of teachers have participated in a training of trainers for Systematic ELD and over 180 teachers in the district are now trained in this model. Equity coaches support implementation of Systematic ELD at sites (See Strategy V on professional development for both GLAD and Systematic ELD support). Teacher and Instructional Services interviews and DAIT school walk throughs confirm that where teachers are trained, there is evidence of implementation. Some teachers do actual GLAD units while others use strategies occasionally. In most schools and on most days students are grouped for leveled ELD.

This same coordinated effort of providing a sound instructional program is still in the emergent stage for SwD. The data in Table 2 showed that SwD have made the least amount of growth, less than 10 percentage points, in ELA over a four year period as compared to the 20 percentage points growth made by the EL. Growth in math was more consistent with other subgroups. In addition, the percent meeting

AYP targets in ELA and math is smaller than every other subgroup. Interviews, the DAS, the ISS, and other district documentation show that SwD would benefit from the combined attention of the district and site staff to identify and address the needs of this group of students. The Special Education and the Student Services Department are currently two different departments and are not part of the Instructional Services. Interviews suggest this may have led to the compliance mindset that has until recently characterized the department. Based on interviews and the ISS, the focus has been on proper placement, completing IEPs, and complying with other rules and regulations. In 2011-12, the lack of progress for SwD has become a broader organizational concern and efforts are beginning to be made to create a consistent program and organizational structure that will address both the academic and social/emotional needs of SwD.

On the DAS, Standard B3 in the curriculum and instruction area asks about access to core for SwD. The participants in the DAS rating process gave themselves a 2- on this standard. A comment reads, "We are struggling with what to do for SwD to increase achievement." Interviews show that there are no consistent program offerings at the school sites particularly for RSP students. According to the Special Education Director, "Special Education has traditionally gotten the leftovers." On the 2010 ISS, it was concluded that: Classroom observations, teacher interviews and review of IEPs indicate students with IEPs did not have *daily* access to the SBE adopted core instructional program materials in Reading/Language Arts and mathematics at all school sites. For those students in the general education setting, SwDs had access to grade level core curriculum; however there was not consistent evidence that appropriate supports or accommodations were being implemented for those who needed this support to benefit. If receiving instruction and services in another setting, core materials were not always in evidence.

Unlike the programs for EL that have been carefully selected based on established need, many of the instructional program options for SwD have been in place for a number of years and there is little or no evidence that they meet the needs of the student population or that they are the best program choice for that need. Some, such as Orton-Gillingham or Leveled Literacy Intervention (LLI), that have been put in place this fall are well researched and address identified skill gaps. The RTI Matrix, Table 10, was developed by the Instructional Services department as a protocol to strengthen performance for struggling students before educational problems increase in intensity and special education is considered as the next viable option. It is unclear to what degree the Special Education staff uses this matrix for placement in interventions or selection of interventions to address a specific need.

The first phase of the Special Education Self Review process in conjunction with the Santa Clara County SELPA III began this fall. To date, there has been a meeting and survey done with parents. On the survey, 33 of 131 parents indicated that a variety of educational options were not described to them at SST meetings. Also, 27 of 128 parents reported that there was not a discussion of how their student would participate in State and district testing at IEP meetings. And, 14 of 53 said they did not receive information from the school in their native language. Other concerns about Special Education surfaced in interviews. It was noted by several interviewees that communication and oversight between Special Education and General Education staff and site administration was not consistent within and across sites. On the ISS, the district concluded: "There is inconsistent evidence at the school level that a focus on student learning, collaborative practices and results for SwDs is fostered between special and general education. There are structures in place that ensure systemic monitoring of academic, instructional, and behavioral practices; however, these systems are not utilized across all settings to the degree necessary to demonstrate a positive effect." This conclusion is consistent with evidence collected on the DAS and in interviews.

With a renewed focus on SwD, the district has taken several steps to ensure that SwD are receiving a challenging curriculum and an education appropriate for their needs including:

- Creating the Special Education Interventions document to show what is currently offered to students at each school site.
- Purchasing materials for Special Education that meet identified needs.
- Training SDC and RSP teachers to give the CELDT to allow a familiar tester to administer the test.
- Adding a SpEquity Coach

- Aligning the benchmark exams to the CMA so students will be familiar with the format.
- Developing a comprehensive site based protocol with two levels of support for academically and/or behaviorally struggling students before moving to the Student Study Team level

With a goal of closing the achievement gap and eliminating scores in Below Basic (BB) and Far Below Basic (FBB) on the CST, the district has laid out a matrix of support and interventions for the academic side of the RtI² pyramid in both ELA and Math. Different interventions are being done at different sites. A sample of second grade RTI² Matrix of assessments, cut points, and intervention options in ELA is given on the next page in Table 10. The choice of interventions is not by chance but determined by data. For example, Language! was originally selected as the intensive reading intervention in grades 4-8 and for Special Education students as appropriate. Achievement data showed this program was not leading to academic improvement for the general education population. There were implementation issues as well. A search for a new program led to the What Works Clearinghouse and visits to schools implementing intensive interventions. Read 180 was selected as a program with a proven track record that could be implemented in the middle schools. It was piloted first and now is used in the middle schools and two elementary schools. A recent evaluation conducted by SCCOE outlines successes and areas for improvement in implementation.

Other interventions are chosen based on need. Principals said there were no interventions available for students performing very poorly in K-3 literacy. The district responded by researching programs and purchasing several that could be used as pull outs for students in these grade levels. In addition to requests for specific interventions, the district viewed achievement data on the “nemesis standards” and identified and purchased materials to address specific skill gaps. For example Fraction Nation was purchased to address fraction skill gaps in grades 4-8. As part of the RtI² Matrix, assessments and cut points were established to show when students would be eligible for certain interventions. Which interventions a school actually uses, however is largely a site-based decision.

All interventions on the RtI² Matrix are not used districtwide to address the same strategic or intensive needs. Different schools use different interventions particularly for students in the strategic intervention category in ELA and math. Most elementary schools use the ExCEL model of regrouping students for a portion of the Reading/Language arts block. Teachers work with small groups of students with very targeted needs. They use a variety of materials some of which may include the adopted text, supplemental materials from the RtI² Matrix, or materials that have been found to be successful at the site. What is common is the use of data to place students in an intervention and there are pre- and post-tests for most interventions to demonstrate effectiveness. Most school staff – administrators and teachers - know which students get which interventions. Data are often tracked by an individual student's progress on Power School, or a data board.

Data are also used to identify needs, select new interventions, and/or create professional development offerings. In depth data study by the Instructional Services team led, to the addition of the Leveled Literacy Intervention (LLI) by Fountas and Pinnell along with training for those K-2 teachers who would be using the program. Similarly, digging into the growth on scaled scores of students at Proficient and Advanced on the CST showed many of these students scale scores fell while they stayed within their band, as addressed in Strategy III, the district increased the rigor for all students with an emphasis on GATE students. An expert in the GATE field was hired to provide a full GATE certification training. Forty teachers recently received a stipend to complete the training, as well as an allocation for GATE instructional materials for their classrooms.

Some programmatic decisions, as in the selection of an intensive reading intervention, are state mandates although the actual choice of program is the district's and is made based on data as described

Table 10: CUSD Instructional Program/Intervention Matrix for Strategic ELA

Grade Level and Tier	Subject Area	Instructional Minutes	Assessments	Cut Scores	Instructional and Intervention Materials	Instructional Setting (Structures)	Instructional Strategies
K-3 Strategic	RLA-ELA	30 minutes (in addition to core)	<ul style="list-style-type: none"> • ROLA • Writing Assessments • ELA Benchmarks (gr 2/3 only) • CST data (gr 3 only) 	<ul style="list-style-type: none"> • See chart • Basic or BB • Basic or BB • Basic or BB 	<ul style="list-style-type: none"> • Core Program • HM Universal Access and Support Materials • Six Minute Solution • Board Language • Standards Plus • Ticket to Read (ASES) • PALS 	<ul style="list-style-type: none"> • Core Program • HM Universal Access and Support Materials • Six Minute Solution • Standards Plus • PALS 	<ul style="list-style-type: none"> • Guided Reading (leveled books) • Writer's Workshop • Differentiation • GLAD
4-5 Strategic	RLA-ELA	30 minutes (in addition to core)	<ul style="list-style-type: none"> • ROLA • Writing Assessments • ELA Benchmarks • CST data 	<ul style="list-style-type: none"> • See chart • Basic or BB • Basic or BB • Basic or BB 	<ul style="list-style-type: none"> • Core Program • HM Universal Access and Support Materials • Six Minute Solution • Board Language • Standards Plus • Ticket to Read (ASES) 	<ul style="list-style-type: none"> • ExCEL • Fall Conferences • STPT/Focal 5 • Spring Conferences • Academic Coaching to Support Teachers 	<ul style="list-style-type: none"> • Guided Reading (leveled books) • Writer's Workshop • Differentiation • GLAD
6-8 Strategic	RLA-ELA	30-45 minutes (in addition to core)	<ul style="list-style-type: none"> • ROLA • Writing Assessments • ELA Benchmarks • CST data 	<ul style="list-style-type: none"> • See chart • Basic or BB • Basic or BB • Basic or BB 	<ul style="list-style-type: none"> • Core Program • Holt Ancillary Materials • Six Minute Solution • Board Language • Standards Plus • Ticket to Read (ASES) • AVID 	<ul style="list-style-type: none"> • ExCEL • Fall Conferences • STPT/Focal 5 • Spring Conferences • Academic Coaching for Teachers 	<ul style="list-style-type: none"> • Guided Reading (leveled books) • Writer's Workshop • Differentiation • GLAD

previously. The district also selects need-based High Leverage Activities (HLAs) that will be a focus districtwide. In 2011-12 the HLAs are RtI², ELD, and coaching. Resources of time, personnel and funding are prioritized to support these areas.

Despite the fact that all decisions regarding program and professional development are backed by data and fill an established need, concern was expressed in a variety of sources that the district is not sufficiently focused. In an informal survey of DAS participants, six of twenty-five made comments that the district needs to focus more on improving implementation of existing practices and programs. Comments included, "Spreading ourselves too thin," "Going deeply – staying with strategies to refine and improve," "Implementation with fidelity," and "Narrowing our focus. Stop having so many initiatives." These sentiments were echoed particularly for elementary teachers during interviews and another informal survey. Their comments show that they feel "pulled in so many directions" and that they "are trained but implementation is not fully evident." There were additional comments on the DAS from principals (no teachers participated in the DAS rating process) that they felt they were pulled too frequently from the campus for meetings. Narrowing the focus would address some of these concerns.

Strategy V: Professional Growth

"We will provide professional development characterized by collaboration and based on proven methods and brain-based research."

As mentioned in the previous section, professional development offerings are driven by data- and evidence-based need. There were over sixty Instructional Services professional development listings over the last 18 months. Other departments, namely Student Services which sponsors the PBIS training, have their own professional development listings. Table 11, below, is an excerpt of Instructional Services professional development courses and shows the ELD, ELA, and math offerings from the last several years. This table is useful in displaying the variety of offerings as well as the structure of the professional development. Some professional development is ongoing and some is only an afternoon. There is core adoption training, training on assessments, and training on implementing an intervention. Some professional development is for a specific program and some is on strategies. The categories of professional development offered by Instructional Services include: Technology, ELD, ELA, classroom management/learning environment, administrator training, GATE, math, music, and a few other trainings in topics like Thinking Maps and Equity Team Training.

Table 11: CUSD Professional Development Offering in ELD, ELA, and Math

Category	Name of Course	Date(s)	Time(s)	Grade Levels	Required?
ELD	Systematic ELD	Many dates	3 days total	K-8	By some principals
ELD	GLAD	Many dates	6 days total	K-8	By most principals
ELD	Pre-K GLAD	July 8, 11-14 2011	5 days total	K	No
ELD	ADEPT Assessment Training	Many dates	2 hours total	K-8	No
ELA*	ROLA Refresher	8/13/10	8:30 to 11:30	K-8	No
ELA	Guided Reading Revisited	6/22/10	9:00 to 3:00	K-8	No
ELA	AB466/SB472 Houghton Mifflin Reading Training	Many dates	5 days total	K-5	Yes
ELA	Language! 3 intervention training	Many dates	3 days total	4-8	Yes, for those teaching it
ELA	ROLA Training	11/9/10	3:30 to 5:00	K-8	No

ELA	Guided Reading Training	12/9/10	3:30 to 5:00	K-8	No
ELA	3-5 th grade Guided Reading Training	1/6/11	3:30 to 5:00	3-5	No
ELA	Differentiated Novel Study	5/3/11	3:30 to 5:00	4-8	No
ELA	ExCEL Training	Ongoing	1 day	K-5	Yes
ELA	Guided Reading , K-2	8/8/11	8:30 to 11:30	K-2	No
ELA	Differentiated Novel Study	8/11/11	8:30 to 11:30	4-8	No
ELA	Reaching All Students through Writer's Workshop	8/4/11	8:30 to 11:30	K-8	No
ELA	Differentiated Writing Mini-Lessons	8/4/11	12:30 to 3:00	K-8	No
ELA	Leveled Literacy Intervention training (Fountas and Pinnell)	11/18/11, 11/19/11	3:30 to 8:00 8:00 to 3:00	K-2	Yes, for those teaching it
ELA	Common Core Introduction	10/13/11	3:15 to 5:15	K-8	No
Math	Algebra Institute (in collaboration with SJSU and SCUSD)	2007-2010	Evening Meetings	5-8	No
Math	Algebra Institute (in collaboration with SJSU)	2012	10 3-hour sessions	1-4	No
Math	Holt California Math	2009	Trainer of trainer model	6-8	Yes
Math	Houghton Mifflin Mathematics	2010	Trainer of trainer model	K-5	Yes
Math	Math Planning Session	12/8/10	2 hours	K-8	No
Math	BoardMath	8/3/10	9:00 to 3:00	K-8	No
Math	BoardMath	12/11/10	8:45 to 12:45	K-8	No
Math	Math Planning Session	1/4/11	3:30 to 5:00	K-8	No
Math	Common Core Math Introduction	10/20/11	3:30 to 5:00	K-8	No
Math	INTEL Math Training	Summer/Fall 2010	13 six hour sessions	4-8	No
Math	Technology as a Teaching Tool	8/4/11	8:30 to 12:00	K-8	No
Math	Problem Solving	8/4/11	1:00 to 4:00	K-8	No
Math	Math Manipulatives	8/3/11	8:30 to 3:30	K-8	No
Math	GLAD Math Summer Demo	6/16/11		K-8	No
Math	FAME Summer Institute	7/5-7/8 and 7/11-7/15, 2011	8:30 to 3:30	Middle School	No

These professional development offerings are not random. Once a gap has been identified based on achievement data and a program or strategy selected to address that need, professional development is provided. CUSD has what it calls the “Wedding Cake Approach” to professional development – a five-year plan to help teachers become expert in their craft. There are three five-year plans focused on grade spans; K-2, 3-6, and 7-8. The stated goal, consistent with the district vision, is “Developing teachers to grow professionally and personally to become masterful teachers and teacher leaders who will close the achievement gap and promote increased student achievement and equity for all students.” Over the course of five years teachers receive training led by site or district staff via a “PoDule”, a 20 minute PD

delivered at staff meetings around an expressed need at a particular site. In the first year, professional development includes orientation on the adopted curriculum, writer's workshop, PBIS, GLAD, and Systematic ELD, among others. Each tier of the PD "wedding cake" provides more in depth training on a specific program or strategy and offers leadership opportunities to, for example, take advantage of training of trainers.

There are voluntary opportunities. Some of these are organized into the first "Campbell University" in 2011. The union requested that professional development be differentiated for teacher interest, skills, and needs. This gives flexibility for the diverse range of student needs across the district, from higher to lower performing student populations. In the Campbell University, teachers selected which initiatives or programs that would meet the needs of their students. There are other separate but still voluntary offerings which include the GATE certification and the Math Institute.

During interviews it became clear that with a goal of providing quality first teaching and then support for interventions, the Instructional Services Department considers the demographics at each site and disaggregated subgroup performance to deploy expertise, allocate resources, and provide support. District staff is organized to provide expertise in the needed areas. For example, the district math coach and the EL coach are collaborating to conduct a sixth and seventh grade math professional development session. They will infuse the EL strategies that the EL coach brings with the content area expertise that the math coach possesses to ensure that the training they provide adequately addresses the need.

A specific example of personalizing professional development and ensuring it is job-embedded and ongoing is the training around GLAD. Nearly 100% of teachers in the district are now trained through the Instructional Service Department in the GLAD strategies. To support implementation, two classroom teachers at each elementary, known as "GLADiators", are designated to support implementation of GLAD. They are released a number of days each year for additional training and to plan with each other. They prepare training for their site and can model GLAD units and strategies in their classrooms for their peers based on site needs. In addition, all but the four schools with very small populations of EL have an Equity Coach. This coach is released full time to support implementation of Systematic ELD and monitor the implementation of the sites' HLAs. The district protects the coaches' time so they are not pulled into administrative duties. The district also provides training on how to be an effective coach particularly for ELD with ALL training. The other four schools get extra support from the district rather than have a full time Equity Coach. While the DAS, interviews, and DAIT walk throughs all confirm that ELD is still a work in progress, the data also show that because of this training and ongoing support, ELs have made more achievement growth on the CST than any other subgroup over the last four years.

This same level of training, monitoring, and support for instructional practice and procedural activities do not take place with educators associated with SwD. The RSP and SDC teachers tend to operate as a separate unit. Based on the ISS, the focus of SpEd teacher training has been and continues to be on compliance with federal law regarding identification, placement, and creation and implementation of the IEP. Special Education (SpEd) teachers do not have the same training nor are the expectations there as they are for the General Education teachers to use the RtI² Matrix to evaluate and select appropriate interventions for a child. On the ISS, it was stated that "The district provides trainings related to differentiated instruction and strategic intervention programs; however, these trainings do not always include the special education staff." There is a SpEd coach who can support teachers in their implementation of instructional programs. This problem has been identified by the district and initial efforts have been made to ensure that SpEd teachers have training, coaching support, and are evaluated with the same set of expectations that General Education teachers have.

Information on the DAS and from focused interviews confirms that the district has developed a systematic approach to coaching, one of the district's HLAs. The work of the GLADiators and the Equity Coaches is outlined above. There are also district coaches in math, literacy, ELD, and SpEd. All of the coaches have content expertise as well as expertise in how to coach and provide effective feedback. There is a careful selection process as well as an evaluation process for the coaches. There are monthly trainings for coaches on how to coach as well as how to have learner-focused conversations. Whenever there are experts in a particular program or skill, they get the coaching training so they have strategies to share

information and coach colleagues consistent with the coaching model. In an interview, for example, the BTSA coordinator noted that the BTSA mentors attend the coaching training so a common coaching language is used. At each site principals and coaches work together to provide teachers support as needed. Teachers request the coaching and each teacher receives three cycles of coaching.

As described previously, achievement data are used to identify, select, and evaluate the effectiveness of instructional programs and practices. The effectiveness of GLAD and Systematic ELD to improve educational outcomes for EL are good examples of the efficacy of this approach. What the needs assessment has provided little evidence of, however, is the collection and systematic use of teacher practice or implementation data to evaluate effective use of instructional programs and practices. The district is creating an online system to monitor the impact of professional development. The system will identify people who are attending training but whose students are not improving academically. Also, using this system, the district will be able to investigate whether the professional development or program made a difference. They will be able to evaluate in some cases whether a practice with professional development is making a difference by monitoring the achievement of students getting treatment as compared to the entire grade level or students at other sites who do not receive the treatment. While useful, this system will still not provide concrete evidence of quality of implementation following professional development. The lack of systematic collection of teacher practice data impacts the district in two ways:

- There is no way to evaluate the ongoing impact of the district's professional development or to refine training practices or needs.
- Program evaluation is based solely on whether there are academic achievement gains without input on quality of implementation.

Interview data show that the information collected on teacher practice is used productively for coaching purposes or individual teacher evaluation. There is no standardized way of collecting these data and no system for aggregating the data within or across schools to use it to identify professional development effectiveness or need or for program evaluation.

Summary and Recommendations

The Campbell Union School District (CUSD) is in Year 3 of Program Improvement (PI) and was assigned Corrective Action 6 by the State Board of Education in November of 2011. The district has chosen to work with the Santa Clara County Office of Education (SCCOE) District Assistance and Intervention Team (DAIT) to complete a needs assessment and make recommendations for improvement to the district.

CUSD is comprised of 13 schools: nine elementary, three middle schools, and a community day school (has fewer than 10 students). Eleven of the schools in CUSD are dependent charters. There are over 7,700 students and the district is growing. The ethnic composition of the district is 4.9% African American, 11.9% Asian, 2.7% Filipino, 45.8% Hispanic/Latino, and 31.2% White. Forty-four percent of students are Socioeconomically Disadvantaged (SED), 43.3% are English Learners (EL), and 9.5% are Students with Disabilities (SwD). These demographic groups are not distributed evenly over the district. SED, EL, and Hispanic students tend to be clustered at certain schools. The district employs 352 teachers and 99.7% are fully credentialed and meet the requirements as Highly Qualified Teachers.

The district Academic Performance Index (API) is 834 and has shown nearly 100 points growth over the last 8 years. Eight of 12 schools also have an API of over 800. The district entered Program Improvement (PI) based on the performance of the Students with Disabilities (SwD), Hispanic, Socioeconomically Disadvantaged (SED), and English Learners (ELs) specifically in ELA. There is significant overlap between the students in the Hispanic, SED, and EL groups. While there has been growth across all subgroups, there remains a 35-40 percentage point gap between the lower performing and higher performing subgroups in both ELA and math. SwD is the lowest performing subgroup in the district and showed the least growth over a four-year period. ELs, on the other hand, grew nearly 20 percentage points over the same period.

Evidence collected by the DAIT including surveys, interviews, assessment data, and other documentation was analyzed and summarized by the five strategies that form the backbone of the district reform effort.

The Strategies are:

- Strategy I: We will promote and sustain a creative learning community that is free of excuses and restrict labels, prejudice, and assumptions about abilities or outcomes.
- Strategy II: We will provide a variety of avenues to our families to be involved in and enhance their child's education.
- Strategy III: We will engage our students beyond the standards and create critical thinkers and life-long learners by offering a variety of educational settings and programs.
- Strategy IV: We will provide a rigorous comprehensive program that produces consistent school outcomes through a systematic intervention plan for all students.
- Strategy V: We will provide professional development characterized by collaboration and based on proven methods and brain-based research.

The analysis of evidence across the five strategies shows that the district is to be commended for their coordinated effort to support their High Leverage Activities (HLAs): ELD, coaching and RtI². Significant resources have been committed to closing the achievement gap, eliminating the number of students scoring FBB and BB on the CST, and increasing the English language proficiency of the district's students. Achievement and other data show this commitment is having a significant impact.

The ongoing commitment to address the needs of EL has been highlighted in this report as a model for how the district has built systems across the five strategies to address an identified need. In short, this effort has reached almost every department and level of the organization. The Board allocated funds. The district staff analyzed data to identify specific needs. Materials were identified, piloted, and purchased. Professional development was offered and ongoing coaching remains available even in fiscally difficult times. This coordinated effort resulted in significant gains for the targeted population.

Specifically, the evidence shows strengths in the district to be:

- A well articulated vision of success for all students that drives the work of the district,
- An unwavering dedication to maintaining strong fiscal solvency,
- A solid commitment to data-driven solutions,
- A strong instructional program supported by professional development and ongoing coaching,
- The careful use of achievement data to place students in interventions and evaluate the impact of interventions on student achievement.

The evidence also points out areas for growth that will help all students in Campbell achieve success.

The recommendations for improvement are as follows:

1. Review all aspects of the instructional program for Students with Disabilities and revise where necessary to ensure the integration of resources, collaboration and shared responsibility across General Education and Special Education services.
2. Use the Inventory of Services and Supports (ISS) for Students with Disabilities to develop the strategies and activities for an action plan
3. Continue to prepare for implementation of the Common Core State Standards (CCSS) and new CCSS assessment system.
4. Gather teacher practice data to evaluate the quality of implementation of core programs and use as evidence in decision-making process about the impact of interventions.
5. Increase two-way communication to engage families especially with those for whom English is not their first language and who are parents of Students with Disabilities.

The Campbell Union School District has committed significant funding to close the achievement gap and increase proficiency for all students low performing as well as high performing. The evidence reviewed for this report shows significant progress has been made over the last several years. Attention to the recommendations above will help ensure that the resources of the district – time, money, and personnel - are allocated well to build upon current successes and strengthen the instructional program for all the district's students.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a. The district will continue to align all core materials, practices, standards, professional development and assessment. b. The district will use pacing guides for grades K-8 that are aligned to the Reading/Language Arts Standards and framework. c. The district will identify key standards (nemeses) using the blue prints for all grade levels. d. The district will provide standards based benchmark assessments for grades 2-8 in reading for both CST and CMA students. Students in grades K-1 will continue to be assessed using ROLA, which is standards based. e. The district will use standards based report cards in elementary grades K-5. f. Students with Disabilities (SwD) will have IEP goals aligned to standards 	<p>Timeline: 2012-2014 school years</p> <p>Responsible: Associate Sup't, Instructional Services Director, Curriculum and Instruction Director, Special Education Assessment Coordinator Instructional Services Department Principals Instructional Coaches Teachers</p>	<p>Replacement and new purchases for core reading materials as needed.</p>	<p>\$100,000</p>	<p>IMF General Fund Lottery</p>
<p><u>As recommended by the DAIT:</u></p> <p>a. The district will transition to the Common Core State Standards in time for the new assessment window of 2014-2015. The district will investigate writing programs to support the Common Core and English Learners and SwD.</p>		<p>a-d. Replacement and supplemental materials, professional development, as needed.</p>	<p>a-d. \$250,000</p>	<p>a-d. IMF General Fund Lottery</p>

<p>b. The district will explore how to provide a program focused on STEM/21st Century Learning.</p> <p>c. The district will continue to investigate resources to support reading instruction for all students, including EL and SwDs.</p> <p>d. Based on the Inventory of Services and Supports (ISS) for Students with Disabilities, the IS and Special Education Departments will develop goals for SwDs in the area of reading.</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. The district will continue to use standards aligned instructional materials in reading (K-5: Houghton Mifflin, 6-8: Holt). All Students with Disabilities (SwD) will have access to the core curriculum as related to their IEPs.</p> <p>b. The district will use SBE adopted intervention programs for Tier 3 students (Language!, Leveled Literacy Intervention, Read 180, and System 44) for both regular education and SwD.</p> <p>c. The district will use SBE adopted strategic intervention materials for Tier 2 students in reading for both SwD and general education students. Students will also receive support in ELD, and through Universal Access.</p> <p>d. The district will continue to use pacing guides aligned to the Reading/Language Arts content standards to support a coherent instructional program.</p> <p>e. The district will provide a 50% literacy coach to support reading/language arts core instruction and interventions across the district.</p>	<p>Timeline: 2012-2014 school years</p> <p>Responsible: Associate Sup't, Instructional Services Director, Curriculum and Instruction Director, Special Education Assessment Coordinator Instructional Services Department Principals Instructional Coaches Teachers</p>	<p>a. Replacement curriculum as needed (see item 1.1)</p> <p>b. Intervention materials</p> <p>c. Intervention materials</p> <p>d. No cost</p> <p>e. Literacy Coach salary</p>	<p>a. See item 1.1</p> <p>b. \$250,000</p> <p>c. \$25,000</p> <p>d. N/A</p> <p>e. \$35,748</p>	<p>a. See item 1.1</p> <p>b. Intensive Intervention, General Fund, Site Funds</p> <p>c. Intensive Intervention, General Fund, Site Funds</p> <p>d. N/A</p> <p>e. Basic Aid Support</p>

<p>f. Equity coaches will support teachers with instructional strategies to support all students, with a specific focus on English Learners and students identified as needing intervention (based on CST and district benchmark assessments), using A Look at Learning (A.L.L.).</p> <p><u>As recommended by the DAIT:</u></p> <p>a. The district will monitor the fidelity of implementation of core curriculum.</p> <p>b. In order to ensure the integration of resources, the district will add a Special Education Equity coach (SpEquity) to be shared by the Instructional and BTSA departments. This coach will support professional development, program monitoring and coaching for beginning teachers, special education teachers, and general education teachers.</p>	<p>a. Instructional Department, Site Principals b. Instructional Department, BTSA, Special Education Department</p>	<p>f. Equity Coach salaries and contracted services</p> <p>a. No Cost</p> <p>b. Coach Salary</p>	<p>f. \$716,605</p> <p>a. N/A</p> <p>b. ~\$50,000</p>	<p>f. Equity (IS), MAA, EIA-LEP, Title I, Stimulus Replacement Categorical</p> <p>a. N/A</p> <p>b. General Fund, BTSA</p>
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<p>3. Extended learning time:</p> <p>The district will provide extended learning time in the following ways:</p> <p>a. Summer Academy for students entering grades 1-8, with a focus on the following subgroups: EL, SwD, Hispanic and low SES who are performing below grade level and meet academic criteria.</p> <p>b. Sylvan after school tutoring programs for students in need of reading intervention, including SwD.</p> <p>c. Leveled Literacy Intervention instruction (30 min/day, 4 days/week) for students in grades K-2 needing reading intervention, for SwD and general education students.</p> <p>d. Use the Campbell Union School District RtI² intervention matrix to determine appropriate, research-based interventions for all students identified as needing additional academic support.</p> <p>e. Summer Kindergarten readiness academy will be provided for students entering Kindergarten.</p>	<p>Timeline: School Years and Summers 2012-2014</p> <p>a. Director, Curriculum and Instruction, Summer School Staff</p> <p>b. Director, Curriculum and Instruction, Site principals</p> <p>c. Director, Curriculum and Instruction, Site principals</p> <p>d. Director, Curriculum and Instruction, Site principals</p> <p>e. Director, Preschool</p>	<p>a. Summer School budget</p> <p>b. Sylvan Contracted Services</p> <p>c. LLI Materials, training and teacher stipends</p> <p>d. No cost</p> <p>e. Summer academy budget</p>	<p>a. \$164,000</p> <p>b. \$1,000,000</p> <p>c. \$270,000</p> <p>d. N/A</p> <p>e. Fee based</p>	<p>a. Title 1, Summer School Funding, ARRA</p> <p>b. Intensive Interventions Budget</p> <p>c. Intensive Interventions budget</p> <p>d. N/A</p> <p>e. N/A</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a. The district will transition to a new data warehouse system in the fall of 2012 in order to provide teachers with accurate, up to date data to support formative and summative assessment.</p> <p>b. All teachers have access to document cameras, LCD projectors, and computers. Students will also have access to computer labs and laptop computers to access online curriculum.</p> <p>c. The district will provide sites with access to web books to ensure more student access to technology.</p> <p>d. Students will use Read 180/System 44 software to improve achievement in reading (grades 4-8), for all students including EL and SwD.</p> <p>e. Special Education teachers will utilize Web IEP to develop IEP goals aligned to content standards.</p> <p>f. Teachers will use touch screen technology to provide SwD (moderate/severe students) access to the core curriculum.</p>	<p>Timeline: 2012-2014 school years</p> <p>a. Assessment Coordinator</p> <p>b. Director of Technology</p> <p>c. Director of Technology</p> <p>d. Director, Curriculum and Instruction</p> <p>e. Director, Special Education</p> <p>f. Teachers with Moderate/Severe Credentials</p>	<p>a. New data warehouse system and set-up costs</p> <p>b. Technology costs</p> <p>c. No cost (donation)</p> <p>d. Read 180/System 44 program (see section 1.2)</p> <p>e. WEB IEP set-up and maintenance costs</p> <p>f. Touch screen technology, ipads, etc.</p>	<p>a. \$70,000/year</p> <p>b. \$295,000</p> <p>c. N/A</p> <p>d. See section 1.2</p> <p>e. \$700.00/year</p> <p>f. \$4,000/year</p>	<p>a. General fund</p> <p>b. General fund and site funds</p> <p>c. N/A</p> <p>d. See section 1.2</p> <p>e-f. Special Education funding</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. All K-5 teachers, including special education teachers, have been trained in the new Medallion Houghton Mifflin upgrade. In addition, the training video will be made available to all teachers needing follow-up training. All new teachers will participate in the training.</p>	<p>Timeline: 2012-2014 school years</p> <p>a. Director, Curriculum and Instruction; Site Principals</p>	<p>a. No cost (video already available online)</p>	<p>a. N/A</p>	<p>a. N/A</p>

<p>b. General and Special Education teachers will receive ongoing training and site-based coaching to support implementation of interventions such as Read 180/System 44, Language! and Leveled Literacy Intervention.</p> <p>c. The district will continue to provide researched based professional development options to support reading/language arts, including Guided Reading, writer's workshop, running records (ROLA), formative assessment, differentiation, reading interventions, and Systematic ELD. Professional development will be offered after school, on Saturdays, and through a Summer Professional Development Institute.</p> <p><u>As recommended by the DAIT:</u></p> <p>a. Special education teachers will collaborate with general education teachers serving students with disabilities and will articulate student's IEP goals so they may be supported in the general education setting.</p> <p>b. All special education teachers will have access to the core curriculum trainings and any professional development opportunities.</p> <p>c. Sites will allocate time for special education teachers to collaborate with general education teams on differentiation (accommodations and modifications) to improve SwD's access to the core curriculum in the general education setting.</p> <p>d. General and Special Education teachers and administrators will monitor the fidelity of implementation of core and intervention programs and will continue to receive training in RtI² and program monitoring.</p> <p>e. Special education and instructional services will collaborate in developing pacing guides and curriculum maps for special education interventions.</p>	<p>b. Director, Curriculum and Instruction, Site Principals</p> <p>c. Director, Curriculum and Instruction, Instruction Department</p> <p>a. Director, Curriculum Instruction, Director, Special Education</p> <p>b. Site Principals</p> <p>c. Site principals, Equity coaches</p> <p>d-e. Instructional Department, Special Education Department, Teachers</p>	<p>b. Training costs as needed</p> <p>c. Stipends and materials costs</p> <p>a. No cost</p> <p>b. No cost</p> <p>c. No cost</p> <p>d. No cost</p> <p>e. Release time</p>	<p>b. \$100,000</p> <p>c. \$750,000/year</p> <p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. \$125/teacher substitute</p>	<p>b. Intensive Interventions Budget</p> <p>c. Title II, General Fund, Site Funds</p> <p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. General Fund/Special Education Funds</p>
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f. The district will provide professional development to teachers in the implementation of common core standards, bridge materials and performance-based assessments (in alignment with SMARTER Balanced).	f. Instructional Department, Site Principals, Teachers	f. Release time, consultant fees	f. Included in item 5.c above	f. Title II, General Fund, Site Funds
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Weekly staff meetings and collaboration time at each school site will provide opportunities for discussion of parent involvement and parent education activities.</p> <p>b. Community liaisons and bilingual paraprofessional staff serve as school liaisons at Title I schools and other schools with high numbers of English Learners.</p> <p>c. The district will provide translators for parent-teacher conferences in the fall and spring.</p> <p>d. All parents receive school communications, translated into Spanish, to encourage them to attend school events such as Back to School Nights, parent education nights, community events, ELAC, etc. Opportunities to volunteer at the school are encouraged. This includes messages sent using the voice messenger phone system.</p> <p>e. School and district website are frequently updated and translated to keep parents and community members informed of upcoming events and resources.</p> <p>f. Parents of students in Title 1 schools are given a compact to sign at the beginning of each school year, informing them of rights and services.</p> <p>g. All schools share their student achievement data through PTA/Home and School Club Meetings, School Site Council and ELAC. Parents receive notification of their children's CST and CELDT data.</p>	<p>Timeline: 2012-2014 school years</p> <p>Responsible: Instructional Services Department Principals Instructional Coaches Teachers Site Clerical Staff Community Liaisons Bilingual Paraprofessionals Parents</p>	<p>a. No cost</p> <p>b. Liaison salaries</p> <p>c. Interpreter costs</p> <p>d. Translation costs</p> <p>e. No cost</p> <p>f. No cost</p> <p>g. No cost</p>	<p>a. N/A</p> <p>b. \$25,0000</p> <p>c. \$15,000</p> <p>d. \$10,000</p> <p>e. N/A</p> <p>f. N/A</p> <p>g. N/A</p>	<p>a. N/A</p> <p>b. Title I</p> <p>c. Title I</p> <p>d. Title I</p> <p>e. N/A</p> <p>f. N/A</p> <p>g. N/A</p>

<p>h. All parents receive a parent handbook at the beginning of the school year, translated into Spanish, outlining school and district policies and regulations.</p> <p>i. Parents of SwDs will be informed of their educational service options (Least Restrictive Environment) during IEP meetings.</p> <p><u>As recommended by the DAIT:</u> The district will support two-way communication with families, especially with those for whom English is not their first language as well as those who are parents of SwD through the use of community liaisons and bilingual paraprofessionals. This is aligned with Strategy II of the district's Strategic Plan.</p>		<p>h. Parent handbook materials cost, mailing costs</p> <p>i. No cost</p>	<p>h. \$7,000</p> <p>i. N/A</p>	<p>h. General Fund</p> <p>i. N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Students will participate in summer programs as appropriate. This includes ELs and SwDs. (see section 1.3)</p> <p>b. All students have access to after school programs, such as CampbellCare, Learning Express, or After School All Stars. These programs offer supervised activities and homework support. Students who qualify also receive Sylvan services for intensive tutoring in ELA. (See section 1.3)</p> <p>c. Kindergarten Readiness Academy will be held during the summer for all interested families.</p> <p>d. Transitional Kindergarten (including parent orientation) will begin in fall of 2012.</p> <p>e. Kindergarten tours and parent orientations will be held at school sites.</p>	<p>Timeline: 2012-2014 school years</p> <p>a. Director, Curriculum and Instruction</p> <p>b. Director, Extensions</p> <p>c. Preschool Director</p> <p>d. Instructional Department, TK Steering Committee</p> <p>e. Site Principals, Teachers</p>	<p>a. Summer Academy budget (see section 1.3)</p> <p>b. After school programs are grant funded or fee based. Sylvan costs (see section 1.3)</p> <p>c. Teacher salaries, materials</p> <p>d. Professional Development, materials, supplies</p> <p>e. No cost</p>	<p>a. See section 1.3</p> <p>b. No cost/Sylvan see section 1.3</p> <p>c. N/A – Fee Based</p> <p>d. \$30,000</p> <p>e. N/A</p>	<p>a. See section 1.3</p> <p>b. No cost/Sylvan see section 1.3</p> <p>c. N/A</p> <p>d. General Fund</p> <p>e. N/A</p>

f. District Kindergarten Orientation will be held in June of each year	f. Instructional Department	f. Translator, materials	f. \$1,000	f. Title III, General Fund
<p>8. Monitoring program effectiveness:</p> <p>a. The district will participate in the state standards based assessment system, including the California Standards Tests, and use disaggregated test data, AYP and API results to monitor programs and prioritize program needs.</p> <p>b. Teachers will participate in a cycle of inquiry after each benchmark assessment period, using data from benchmark assessments to make instructional decisions, with the support of Equity and SpEquity Coaches.</p> <p>c. Teachers, Coaches and Administrators will use ActivProgress (or similar data system) to access, disaggregate, and analyze data following formative and summative assessments.</p> <p>d. Principals and School Site Councils will use data from CST, CELDT and district benchmarks to inform their writing of their SPSA. The Superintendent will confer with each principal four times a year on site progress toward program goals.</p> <p>e. District teams will conduct Learning Walks related to higher level questioning, student engagement and content and language objectives, etc.</p>	<p>Timeline: 2012-2014 school years</p> <p>Site and district administrators, Coaches, Special Education Department, teachers</p>	a-e. No additional costs	N/A	N/A

<p><u>As Recommended by the DAIT:</u></p> <ul style="list-style-type: none"> a. During Structured Teacher Planning Time (STPT) general education and special education teachers will work collaboratively to regularly monitor the implementation of core and intervention programs by evaluating student achievement data. b. Equity, SpEquity and Literacy Coaches will observe teacher implementation of practices to support reading and ELD instruction using the A.L.L. tools to give structured feedback. c. Proper implementation of district supported initiatives will be monitored by administrators using standardized observation protocol. Site administrators will monitor best first teaching practices to ensure that core instruction is strong and effective, as part of the RtI² process. Interventions will also be monitored. d. Site administrators and special education staff will monitor special education practices, including mainstreaming and integration into the general education setting. e. Site Equity and Leadership teams will monitor culturally conscious practices to ensure that all students are receiving the appropriate instruction and interventions. 	<p>Site and district administrators, Coaches, Special Education Department, teachers</p>	<p>a-e. No additional costs</p>	<p>N/A</p>	<p>N/A</p>
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. All school sites will use the CUSD Response to Instruction and Intervention (Rti²) procedures revised in 2011-2012. These procedures focus on early identification and intervention prior to beginning the SST process.</p> <p>b. All school sites will have an intervention team that meets on a regular basis to identify students at risk and those scoring at Far Below Basic or Below Basic on the CST, CMA, ROLA or benchmark assessments.</p> <p>c. Catching Up Students Plan (CUSP): All students identified as FBB or BB students, either by CST or benchmark assessments, will receive interventions to improve their achievement:</p> <ul style="list-style-type: none"> • Read 180/System 44 • Read Well • Leveled Literacy Intervention • Language ! • Sylvan After School Tutoring (ELA) • Summer Academy • After school programs (Learning Express, etc.) <p><u>As Recommended by the DAIT:</u></p> <p>a. Intervention teams/teachers/coaches will conduct ongoing progress monitoring for students participating in interventions.</p> <p>b. SwDs will be included in the intervention team discussions in order to provide them equal access to intervention programs.</p>	<p>Timeline: 2012-2014 school years</p> <p>a. School administrators, teachers, coaches</p> <p>b. School administrators, intervention teams</p> <p>c. School administrators, teachers</p> <p>a. Intervention teams, coaches, teachers, school administrators</p> <p>b. Special education teachers</p>	<p>a. No cost</p> <p>b. No cost</p> <p>c. Intervention programs (see section 1.2 and 1.3)</p> <p>a. No cost</p> <p>b. No cost</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. See section 1.2 and 1.3</p> <p>a. N/A</p> <p>b. N/A</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. Intensive Intervention budget, site budgets</p> <p>a. N/A</p> <p>b. N/A</p>
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10. Any additional services tied to student academic needs:	Timeline: 2012-2014 school years			
a. Equity Coaches support alignment of instruction and assessments to standards, differentiation to support targeted subgroups, and language support to meet the needs of language learners using A.L.L.	a. Equity Coaches	a. Equity Coach Salaries (see section 1.2)	a. See section 1.2	a. See section 1.2
b. A 50% Literacy Coach is provided by the district.	b. Literacy Coach	b. Literacy Coach Salary (see section 1.2)	b. See section 1.2	b. See section 1.2
c. GLAD (Guided Language Acquisition and Design) coaching is provided to identified schools.	c. GLAD Coach	c. GLAD Coaching Contract	c. \$20,000	c. Title III, Site funds
d. After school programs are available at all school sites.	d. Instructional Department, Site Administrators	d. Program costs. See section 1.7	d. See section 1.7	d. See section 1.7
e. Counseling services are available at selected elementary schools and all middle schools.	e. School counselors	e. School counselor salaries	e. \$300,000	e. General Fund
f. Preschool programs and special education preschool programs promote early literacy development.	f. Director, Special Education, Director, Preschool	f. Preschool staff salaries, program expenses	f. \$900,000	f. Subsidized State funding
g. A district wide SpEquity Coach will work with general education and special education teachers to support the instructional needs of SwDs.	g. Director, Special Education, Coach, Instructional Department, BTSA	g. Coach salary	g. 1.0 F.T.E.	g. General Fund, BTSA
h. All 8 th grade students will participate in a culminating Exhibition project to support their growth in writing, making presentations, and public speaking.	h. Director, Curriculum and Instruction, Site Principals, Teachers	h. Printing/materials	h. \$2,500	h. General Fund

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. State approved instructional materials (Houghton Mifflin for grades K-5 and HOLT for Grades 6-8), which are aligned with standards, were implemented in 2010 and 2009, respectively.</p> <p>b. The district is implementing standards based report cards in Grade K-5, to ensure that teachers as well as students focus learning objectives and teaching practices on content standards. Grade K-8 use standards based formative benchmark assessments to guide instruction, provided targeted information to parents during conferences, and to monitor academic mathematics progress.</p> <p>c. Students with Disabilities (SwD) will have IEP goals aligned to standards.</p> <p>d. Monitor progress in math through:</p> <ul style="list-style-type: none"> o ST Math MIND Research Institute (K-8 @ selected sites) o Scholastic Math Suite Interventions o Formative Benchmark Assessments K-8 o Modified Benchmark Assessments (CMA version) for 3-8 SwDs o Summative State Assessments 2- 8 o Implementation of Mathematics Assessment Resource Service (MARS) tasks (k-8); with modifications for SwD 	<p>Timeline: 2012-2014 school years</p> <p>a. Director of Curriculum, Principals to monitor implementation</p> <p>b. Director of Curriculum, Curriculum Council</p> <p>c. Director of Special Education; Special Education Teachers</p> <p>d. Instructional Services Dept.: Admin. of Special Programs.- Assessments; District Math Coach</p>	<p>a. Cost of student materials</p> <p>b. Cost of materials</p> <p>c. Training for special education teachers, principals</p> <p>d. Program contracts</p>	<p>a-c \$100,000</p> <p>d. \$100,000</p>	<p>a-c. Instructional Materials Fund, General Fund, Lottery</p> <p>d. Instructional Materials Fund, General Fund, Lottery, Intensive Intervention budget</p>

<p><u>As recommended by the DAIT:</u></p> <p>a. As the state moves toward Common Core implementation all math teachers will be supported in transitioning to these new mathematical practices through bridge materials, revised pacing guides developed collaboratively by general education and special education staff.</p> <p>b. As the district implements Common Core, math placement exams and pathways will be re-evaluated to meet the Common Core course requirements and frameworks.</p> <p>c. Based on the Inventory of Services and Supports (ISS) for Students with Disabilities, the Instructional Services and Special Education Departments will develop goals for SwDs in the area of math.</p>	<p>a. District Math Coach, Instructional Services Department, District Math teachers</p> <p>b. Admin of Special Programs-Assessments, Instructional Services Dept., District Math Coach, SJSU math professors</p> <p>c. Special Education Department, Instructional Services Department, District Math Coach</p>	<p>a. Cost of materials, teacher stipends for PD/ or substitutes, planning time</p> <p>b. Cost of materials, planning time, analysis of reliability and validity of assessments and pacing guides</p> <p>c. No cost</p>	<p>a-b. \$250,000</p> <p>c. N/A</p>	<p>a-b. Instructional Materials Fund, General Fund, Lottery</p> <p>c. N/A</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. State approved instructional materials (Houghton Mifflin for grades K-5 and HOLT for Grades 6-8), will continue to result in improved alignment of math instruction with standards. Modifications to current pacing guides to support a coherent instructional program and in preparation for common core standards transition will begin.</p> <p>b. District Math, Equity, and SpEquity coaches will conduct follow-up coaching of BoardMath: Currently 129 teachers (K-8) are trained in BoardMath; which uses choral-response, spiral review, and TPR strategies to support mathematical understanding; used for effective first teaching and intervention.</p>	<p>Timeline 2012-2014 school years</p> <p>a. Director of Curriculum, Principals, Teachers, Admin. of Special Programs.- Assessments; Instructional Services Dept.</p> <p>b. District Trainers, site administrators</p>	<p>a. Replacement curriculum as needed (see item 1.1)</p> <p>b. Follow-up PD costs, District Math Coach, materials, sub costs</p>	<p>a. See item 1.1</p> <p>b. \$50,000</p>	<p>a. See item 1.1</p> <p>b. Site Funds, Intensive Intervention budget</p>

c. The district will support AVID: <u>The Write Path I: Mathematics</u> (6-8) for integration of writing strategies, active learning methodologies, and Cornell note-taking to support mastery of math standards/concepts (currently 6 teachers trained at 2 middle schools).	c. Admin. of Special Programs-AVID; site principals; AVID coordinators; math teachers	c. materials, training	c. \$300/per trained teacher	c. AVID, Title I, site budgets
d. The district provides ST Math (K-8) MIND Research Institute software to support effective first teaching and intervention.	d. Instructional Department	d. program costs/materials	d. \$99,580	d. ST Math Grant, Site Funds
e. The district provides the Scholastic Math Suite: FASTT Math (software), Fraction Nation (software), Do the Math (curriculum) program as interventions for identified students (including SwDs). These are Intensive Interventions that occur during the school day.	e. Instructional and Special Education Department	e. program costs/materials	e. \$100,000	e. Instructional Materials Fund, General Fund, Lottery, Intensive Intervention budget
f. A cohort of teachers will be organized to develop math thematic units using GLAD (Guided Language Acquisition Design) Strategies.	f. Instructional Department, GLAD consultant/trainer, ELD coordinator, district math teachers	f. trainer fees, sub days, materials, planning time	f. \$7,500	f. Title I, Site Funds
g. The district will support STEAM (Science, Technology, Engineering, Arts, Mathematics) integration of mathematics standards and content to provide engaging curriculum through Step Up to Algebra (SUTA) and will explore the development of a STEAM focused school.	g. SJSU science and math professors, NASA center, Silicon Valley Education Foundation, Instructional Department	g. professional development, planning time, release/subs, materials	g. \$100,000	g. Silicon Valley Education Foundation (SVEF), Superintendent's budget
h. Math Problems (Problem of the Month-POM) from Silicon Valley Math Initiative are used across all grade levels to support Common Core Mathematical Practices	h. Teachers, Site Principals	h. Release time for planning	h. \$5,000	h. Title II

<u>As recommended by the DAIT:</u> District administrators, principals and coaches will monitor the effective implementation of core curriculum, supplemental materials and interventions using standardized observation protocols during Learning Walks and other observations	Teachers, Coaches, Site and District Administration	No cost	N/A	N/A
<p>3. Extended learning time:</p> <p>a. The district will offer state preschool and special education preschool programs to promote math readiness and prepare its most needy children for kindergarten.</p> <p>b. The district will offer summer school math instruction to K-7 students who continue to be “at risk” (FBB and BB) by the end of the school year, including SwDs. The district will continue their partnership with Silicon Valley Education Foundation to offer the Step Up to Algebra (SUTA) and Math Acceleration Program during summer school for students with Basic proficiency.</p> <p>c. The district will partner with Silicon Valley Education Foundation (SVEF) to offer an Algebra Saturday Academy throughout the academic year targeting Below Basic and Basic students based on Formative Algebra Benchmarks.</p> <p>d. The district provides Sylvan mathematics tutoring (intervention for FBB and BB students based on most recent CST scores and formative benchmark assessments).</p> <p>e. Homework Center/Tutorials with Afterschool Programs (Afterschool all starts, ASES, citizen schools) are available to students at selected sites.</p> <p>f. Middle school sites offer math workshop classes, provided to students who were FBB or BB based on most recent CST scores, including SwDs.</p>	<p>Timeline: 2012-2014 school years</p> <p>a. Preschool Director, Preschool Staff, Special Ed. department</p> <p>b. Summer School Staff</p> <p>c. Instructional Department, District Math Coach, Middle School Principals</p> <p>d. Director of Curriculum, Site Principals</p> <p>e. Extensions Director</p> <p>f. Site Principals</p>	<p>a. Preschool staff salaries and program expenses, summer school budget</p> <p>b. Teacher stipends, intervention materials, supplies</p> <p>c. Teacher stipends, materials, busing, custodial</p> <p>d. Sylvan Contracted Services</p> <p>e. Staff Salaries, cost of materials</p> <p>f. Teacher salaries, cost of intervention materials</p>	<p>a. \$900,000</p> <p>b. \$14,000 per summer school classroom</p> <p>c. \$4,000</p> <p>d. \$1,000,000</p> <p>e. \$800,000</p> <p>f. .2 FTE per class</p>	<p>a. Subsidized State funding</p> <p>b. Title 1, Summer School, ARRA, Silicon Valley Education Foundation (SVEF)</p> <p>c. Intensive Interventions budget, Silicon Valley Education Foundation (SVEF)</p> <p>d. Intensive Interventions budget</p> <p>e. Extensions program funds/ASES</p> <p>f. Site Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a. The district will continue to implement ST Math (K-8) in schools as an intervention to improve specific skills of students “at risk” of failing in math.</p> <p>b. FASTT Math (1-5) and Fraction Nation (3- 6) will continue to be implemented in schools as an intervention to improve fact automaticity and fraction comprehension of students “at risk” of failing in math.</p> <p>c. The district will provide Geometer’s Sketchpad (MS) technology tool to enhance visual representation of algebra and geometry concepts.</p> <p>d. HOLT Technology is utilized via laptops, LCD projectors and document cameras.</p> <p>e. Geometry teachers utilize Aventa Online Geometry to differentiate the needs of high achieving students.</p> <p>f. Touch screen technology is used with core curriculum for SwD (moderate/serve students) for universal access.</p>	<p>Timeline 2012-2014 school years</p> <p>a. Principals, Teachers, Classified staff</p> <p>b. Principals, Teachers, Classified staff</p> <p>c. Teachers</p> <p>d. Teachers, Technology Director</p> <p>e. Teachers</p> <p>f. Teachers with Moderate/Serve Credentials</p>	<p>a. Annual Contract, updated computers</p> <p>b. Annual Contract, updated computers</p> <p>c. Site license, professional development fees</p> <p>d. LCD projectors, laptops, document cameras</p> <p>e. Course fee per student</p> <p>f. Touch screen technology</p>	<p>a. see item 2.d</p> <p>b. see item 2.d</p> <p>c. \$1500 (for 100 computers license)</p> <p>d. No costs (already in place); possible replacement and maintenance costs</p> <p>e. \$100 per student</p> <p>f. \$4,000</p>	<p>a. see item 2.d</p> <p>b. Intensive Intervention budget, Site Funds</p> <p>c. Site funds</p> <p>d. Site funds</p> <p>e. General Fund</p> <p>f. Special Education funding</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The District will support the following professional development activities:</p> <ul style="list-style-type: none"> a. CUSD/SJSU Math Institute (Build math knowledge, Integration of manipulatives, Higher-order questioning skills, Math scaffolding techniques, and Strategic math lesson design based on CUSD pacing guides) b. BoardMath (trainers of trainers): continue to train and coach teachers and administrators on this effective choral response technique c. Site Based Coaching in math instructional strategies is provided by the district math curriculum coach with the use of A.L.L. tools d. Alignment of Algebra and Geometry finals with Campbell Union High School District, to ensure high level of program rigor and articulation with high school course requirements. <p><u>As recommended by the DAIT:</u></p> <ul style="list-style-type: none"> a. Collaboration between special education and general education in development of collaborative pacing guides and curriculum maps for special education interventions. b. Teachers will be provided time during STPT and release days in order for special education teachers to collaborate with general education teams on differentiation (modifications and accommodations) to improve SwD access to core curriculum in the general education setting. 	<p>Timeline 2012-2014 school years</p> <ul style="list-style-type: none"> a. Instructional Department, SJSU professors, Teachers b. District BoardMath trainers, teachers, administrators c. District Math Coach d. District Math Coach, Teachers, Principals, Instructional Department <ul style="list-style-type: none"> a. Instructional Department, Special Education Department, Teachers b. Teachers, site administrators 	<ul style="list-style-type: none"> a. teacher stipends, materials, professor salaries, food b. teacher stipends, materials c. District Math coach salary, materials d. materials, scoring, calibration, and teaching implications <ul style="list-style-type: none"> a. Release time b. Release time 	<ul style="list-style-type: none"> a. \$150,000 b. \$120 per participant c. \$40,000 d. N/A <ul style="list-style-type: none"> a. \$125 per teacher/per day (substitute) b. \$125 per teacher/per day 	<ul style="list-style-type: none"> a. Intensive Intervention budget b. Site funds, General Fund c. General Fund d. N/A <ul style="list-style-type: none"> a. Special Education budget b. Special Education budget
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c. The district will provide professional development to teachers in the implementation of common core standards, bridge materials and performance-based assessments (in alignment with SMARTER Balanced).	c. Instructional Department, Special Education Department, Teachers, Site Administrators	c. Consultant fees, release time	c. see section 5.c in Reading	c. see section 5.c in Reading
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Teachers are involved in mathematics curriculum development committees and material selection.</p> <p>b. Teachers are coached individually or in staff development meetings as to how to differentiate in mathematics.</p> <p>c. Parents will be asked to attend fall conferences as well as all important school events (e.g., Back-to-School Night, PTA meetings, ELAC meetings, etc.)</p> <p>d. Communication will be provided to parents through school newsletters, published in English and Spanish, when applicable.</p> <p>e. The student, parents, teacher and site administrator will commit to be part of the Parent-Student-School Compact.</p> <p>f. All schools will communicate overall school and sub-group progress via regularly published school newsletters, presentations to PTA/Home School groups, English Learner Advisory Committee groups, and the school board.</p> <p>g. Staff meetings held regularly will facilitate the school improvement process by providing a forum for grade level collaboration regarding student progress in math.</p>	<p>a. Teachers, Director, Curriculum and Instruction</p> <p>b. Teachers, Equity Coaches, District Math Coach</p> <p>c. Principals, Teachers, Parents</p> <p>d. Principals, Teachers</p> <p>e. Students, Parents, Teachers, Site Administrators</p> <p>f. Principals, Teachers, Site Classified Staff</p> <p>g. Principals, Teachers</p>	<p>a. Release time</p> <p>b. Math Coach Salary</p> <p>c. No cost</p> <p>d. Materials to publicize events, salaries related to publishing newsletters</p> <p>e. No cost</p> <p>f. Materials to publicize events, salaries related to publishing newsletters</p> <p>g. No cost</p>	<p>a. \$3,000</p> <p>b. \$40,000</p> <p>c. N/A</p> <p>d. \$1,500</p> <p>e. N/A</p> <p>f. Included in fee above</p> <p>g. N/A</p>	<p>a. General Fund</p> <p>b. General Fund</p> <p>c. N/A</p> <p>d. Site Funds</p> <p>e. N/A</p> <p>f. Site Funds</p> <p>g. N/A</p>

h. The parent handbook and parent rights are provided to the parents at the beginning of the year and posted on the District website.	h. Student Services	h. Classified Salaries, cost of printing handbook	h. \$7,000	h. General Fund
i. Parents will be notified in writing of their students' STAR scores in math and how to interpret them to ensure parent understanding of performance.	i. Assessment Administrator, Instructional Services	i. Classified Salaries, materials and mailing expenses	i. \$2,000	i. General Fund
j. Parents of students enrolled in Title I schools will be notified at the beginning of the school year that they can request information regarding the qualifications of their child's teachers.	j. Assistant Superintendent of Human Resources, Instructional Services	j. Materials to publicize events, salaries related to publishing newsletters	j. Included in fee above	j. General Fund
k. As part of the IEP process, parents of SwD will be informed of their educational service options (Least Restrictive Environment) during IEP meetings.	k. Special Ed. Department, Teachers	k. No cost	k. N/A	k. N/A
l. The Superintendent's Parent Advisory Committee meets and discusses data.	l. Superintendent, Parents	l. No cost	l. N/A	l. N/A
As recommended by the DAIT: The district will support two-way communication with families, especially with those for whom English is not their first language as well as those who are parents of SwD through the use of community liaisons and bilingual paraprofessionals. This is aligned with Strategy II of the district's Strategic Plan.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Timeline 2012-2014 school years			
a. The district offers the summer Kindergarten Readiness Academy to allow for easy transition into kindergarten.	a. Preschool Director	a. Teacher Salaries, Materials	a. N/A - Fee-based	a. N/A
b. Students will be enrolled in our transitional kindergarten starting Fall 2012. The TK math program's scope and sequence is designed to blend Preschool Foundation Frameworks and Kinder Common Core Standards	b. TK Steering Committee, Teachers, Instructional Department	b. Professional Development, Materials, Supplies	b. \$30,000	b. General Fund

c. The district offers Saturday and summer math academies through SUTA and the district summer program to prepare students as they transition into the next grade level.	c. Instructional Department, Principals, Teachers	c. Summer Academy costs (see 3.b)	c. SUTA Grant (see 3.b)	c. None (see 3.b)
d. Parent outreach activities take place at all schools	d. Principals, Teachers	d. No additional costs	d. N/A	d. N/A
8. Monitoring program effectiveness:	Timeline: 2012-2014 school years			
a. The district will participate in the state standards-based assessment system, including the California Standards Test, and will transition to the implementation of SMARTER Balanced assessments.	a. Teachers	a. No extra cost	a-d. N/A	a-d. N/A
b. The district will use disaggregated test data, AYP, and API results to monitor programs and prioritize program changes.	b. Instructional Department Staff	b. No extra cost		
c. Teachers will administer standards-based benchmark assessments four times a year (in both CST and CMA formats) to assess student progress toward mastery of standards.	c. Teachers	c. No extra cost		
d. Teachers participate in a cycle of inquiry following each benchmark period using data from benchmark assessments to make instructional decisions.	d. Teachers	d. No extra cost		
e. Math, Equity and SpEquity coaches analyze formative and summative assessment data to identify areas where teachers need coaching support.	e. Coaches	e. Coach salaries	e. See Reading 1.2 & 2.b, and Math 5.c	e. See Reading 1.2 and Math 5.c
f. Teachers, coaches, and administrators will use ActivProgress (or similar data system) to access, disaggregate, and analyze data following formative assessments.	f. Teachers, Coaches, Administrators	f. Data warehouse license costs	f. \$70,000/year	f. General Fund
g. Principals will use data from CST, CELDT, and district benchmarks to inform their writing of their Single Plan for Student Achievement (SPSA).	g. Principals	g. No extra cost	g. N/A	g. N/A

<p>h. The Instructional Department will confer with each principal four times each year to discuss site progress toward program goals.</p> <p><u>As recommended by the DAIT:</u></p> <p>a. Proper implementation of district-supported initiatives will be monitored by site and district administrators using standardized observation protocols to insure quality teaching of the core program and district supported interventions.</p> <p>b. District and site administrators will consistently monitor Special Education practices both within the special education and general education setting.</p>	<p>h. Superintendent, Principals</p> <p>a. IS Department Staff, Principals, Coaches</p> <p>b. Special Education Department, IS Department Staff, Principals, Coaches</p>	<p>h. No extra cost</p> <p>a. No extra cost</p> <p>b. No extra cost</p>	<p>h. N/A</p> <p>a. N/A</p> <p>b. N/A</p>	<p>h. N/A</p> <p>a. N/A</p> <p>b. N/A</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

9. Targeting services and programs to lowest-performing student groups:				
a. All school sites will use the CUSD RtI ² procedures (revised in 2011-2012). The STAR CST assessment will be used to initially identify students most “at risk” in math grades 2 through 8. Sites will also use formative assessment to identify students for intervention.	a. Admin of Spec. Programs- Assessments, Instructional Services Dep. Teachers, Principals	a. No cost	a. N/A	a. N/A
b. Benchmark assessments, aligned to the content standards, will be administered 3 to 4 times per year, in order to use the data to inform instructional decisions and placements.	b. Admin of Spec. Programs- Assessments	b. Printing of materials	b. \$30,000	b. Student Services funding
c. The district will continue to offer state preschool and special education preschool programs to promote math readiness and prepare its most needy children for Kindergarten.	c. Preschool director	c. See 3.a	c. See 3.a	c. See 3.a
d. Before and/or after school tutorial programs (during the school year) and summer school programs will be offered to students considered “at risk” of failing math	d. Instructional Department, Extensions Department, Principals	d. Summer School Program costs, teacher stipends	d. \$200,000	d. Summer School funding, Title I
e. Catching Up Students Plan (CUSP): All students identified as FBB or BB students, either by CST or benchmark assessments, will receive strategic and/or intensive interventions to improve their achievement: <ul style="list-style-type: none"> • ST Math (strategic) • Do the Math (intensive) • FASTT Math (strategic) • Fraction Nation (strategic) • Sylvan After School Tutoring (strategic) • Summer Academy (strategic) • SUTA (Saturdays) (strategic) 	e. Principals, Teachers, Instructional Department	e. Intervention Programs	e. see sections 1.d and 2.e	e. see sections 1.d and 2.e

<p><u>As recommended by the DAIT:</u></p> <p>a. Intervention teams/teachers/coaches will conduct ongoing progress monitoring for students participating in interventions.</p> <p>b. Students with Disabilities will be included in the intervention team discussions in order to provide them equal access to intervention programs.</p>	<p>a-b. Instructional Department, Site Principals, Teachers</p>	<p>a-b. No cost</p>	<p>a-b. N/A</p>	
<p>10. Any additional services tied to student academic needs:</p> <p>a. Community support from local corporations such as Silicon Valley Education Foundation, National Hispanic University, and San Jose State University helps support middle schools students who need extending learning time to succeed in algebra.</p> <p>b. Equity, SpEquity and Math Coaches support the school sites with instructional strategies, coaching, assessments and professional development using A.L.L.</p> <p><i>Note: Please see Reading Section 10 for additional resources that support students in both reading and math.</i></p>	<p>Timeline: 2012-2014 School Years</p> <p>a. Instructional Department, Silicon Valley Education Foundation (SVEF), SJSU, National Hispanic University</p> <p>b. Coaches</p>	<p>a. No cost</p> <p>b. Coach salaries (see section 8.e)</p>	<p>a. N/A</p> <p>b. See section 8.3</p>	<p>a. N/A</p> <p>b. See section 8.3</p>

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)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>Required Activities</p> <ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; 	<p>a. <i>Programs and Activities</i></p> <ul style="list-style-type: none"> • English Language Development (ELD)- a high leverage activity for our district - English Language Development (ELD) is a component of a total program designed to serve the specific curriculum that addresses the teaching of the English language according to the level of proficiency of each English Learner (EL). • English Language Instruction for Content Learning – When ELs are learning content instruction, they need to have language support to equip them to construct and express meaning. A teacher must prepare the students for both the cognitive and linguistic demands of each lesson. Through individual and collaborative planning, teachers can identify the strategies needed to meet both demands. • Specially Designed Academic Instruction in English (SDAIE)- The teaching of grade level academic subject matter in English is designed for ELs that have intermediate level of fluency who possess basic literacy skills in their primary language. SDAIE is academic language development and core curriculum differentiated to all learners. SDAIE incorporates a variety of instructional strategies such as whole language instruction, scaffolding, cooperative learning, and comprehensible input (visuals) to help make core academic instruction in English understandable for English learners. SDAIE assumes that teachers are trained and certified to provide instruction through SDAIE. Within all our middle schools, specific courses provide ELs SDAIE instruction that gives access to ELs to the core subject areas. • Alternative Program (Bilingual Scholars Program at Sherman Oaks)- The K-6 Dual Immersion Program has been implemented at Sherman Oaks Community Charter School. Priority for placement in the two-way Program has been given to ELs who reside within the site's boundaries. Parents of ELs who reside within the district, but not within Sherman Oaks boundaries are given the opportunity to apply for placement in the bilingual programs during Open Enrollment. The biliteracy program develops both the student's skills in English and in Spanish. Students have access to the core curriculum in both languages. ELs, regardless of fluency level, who are placed in this alternative program receive ELD and primary language instruction (delivery of instruction, materials and student work in L1). Students may receive content through SDAIE. Program materials include district adopted texts, district frameworks, grade level standards, district curriculum, supplemental materials, and specific program materials as defined by School Site Plan guidelines.

Required Activities	<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>The LEA uses Title III, other categorical funds, and general funds to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> • Systematic ELD and Guided Language Acquisition Design (GLAD) strategies • Intervention: The district has purchased intervention materials and programs to use during targeted intervention periods. These materials are aligned with each school site's intervention plan. <p>Response to Intervention (RTI²)- Each school site creates and implements a RTI² plan that includes assessments and interventions for each tier. Students are assessed, placed into a tier, and receive targeted intervention appropriate to their specific need and tier.</p> <p><i>b. Actions and Implementation:</i></p> <ul style="list-style-type: none"> • All ELs are provided a coherent instructional English Language Development (ELD) program at their proficiency level for a minimum of 150 minutes per week from a classroom teacher. • Sites develop ELD plans and submit them to the ELD department. Plans include ELD schedules, curriculum, criteria for placement, and identification of the ELD teacher for every EL student. • All coaches and ELD teachers will be trained in Systematic ELD. • Targeted teachers and Equity Coaches will be trained on multiple forms of ELD assessment tools (ADEPT, CELDT, and/or A.L.L. • Students that qualify will be given the Alternate Assessment in lieu of the CELDT. • All sites will continue to collaborate with district administrators to develop a comprehensive district RTI² plan with identified programs, cut scores, and staffing. • Equity Training will continue in order to understand the underlying causes of low achievement and the achievement gap. • Each site's Equity Team will train and support site level understanding of equity practices and the ways in which schools can contribute to closing the achievement gap. • ELSSA analyses will be conducted each year to identify each school's progress toward the AMAO's. Particular interventions will be targeted toward LTELs (AMAO 2M).
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<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • 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); 	<p><i>c. Tracking Academic Progress</i> <u>As recommended by the DAIT</u>, the site administrator and/or Equity Coach, along with an ELD department staff member, will monitor ELD instruction through each school's ELD plan (schedules, curriculum and assessments) and walkthroughs. The focus on the walkthroughs will be to monitor the quality of the implementation of ELD programs and instruction. In addition, based on the Inventory of Services and Supports (ISS) for Students with Disabilities, the IS and Special Education Departments will develop goals for SwDs in the area of ELD.</p> <ul style="list-style-type: none"> • Director of Curriculum and Instruction will meet with principals in spring to share preliminary AMAO results from current year and will assist site administrators in creating targeted AMAO goals for the next school year. • District, site administrators, and/or Equity Coaches will visit classrooms monthly to observe ELA instruction to ensure that all ELs have access to the core ELA curriculum. • All coaches will use the A.L.L. Tools to provide 1:1 or collaborative coaching at all sites to teachers teaching ELD or SDAIE lessons. The coaches will also ensure that GLAD strategies are being implemented to enhance student learning. • Long Term English Learners (LTELs), including those who are SwD, will be identified by name at each site and data will be disseminated to sites throughout the year by the ELD department. • These students are a priority for us, since preliminary results indicate that we did not make our AMAO 2M target. • Based on the numbers of LTELs, sites will write up plans for this subgroup including targeted ELD instruction. Teachers and/or coaches will give the GAP Finder or ADEPT assessment to identify specific needs. • EL students who are also SwD will be identified at each site and monitored by the administration and coaches. Specific intervention plans will be created to support the needs of these students. • Sites will begin to look at CELDT data over the years to predict potential LTELs. Early identification will allow teachers to make plans to meet students' needs. • Reclassification rates will be monitored and reclassified students supported as they transition out of ELD. <p>The Campbell Union School District has set the following interim goals for ELs:</p> <ol style="list-style-type: none"> 1. ELD: Progress on ELD standards mastery as evaluated by each teacher 2. ELA: Progress in academic vocabulary and reading comprehension, as measured by ROLA (Reading and Oral Language Assessment) or district standard-based benchmark assessments (four times yearly) 3. ELA: Progress on grade level writing application standards, as measured by district writing assessments (three to four times yearly) 4. Math: Progress in computation and concept attainment standards, as measured by district math benchmark assessments (3-4 times yearly)
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	d. Describe how the LEA will promote parental and community participation in LEP programs.	<i>d. Parent Involvement</i> <i>See #8</i>
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	<p>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:</p> <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>2. To enhance the instructional program for ELs, the district will more clearly define ELD curriculum and pacing for ELs K-8.</p> <ul style="list-style-type: none"> District: Implement the <i>Instructional Blueprint for English Learners</i> (2008/Susana Dutro), which includes three areas: <ul style="list-style-type: none"> English Language Development Instruction Explicit Language Instruction for Content Learning (teach language needed to construct and express meaning of content concepts) Comprehensible content instruction (SDAIE and GLAD) All Schools: <ul style="list-style-type: none"> Each EL, including SwDs, will receive at least 150 minutes of ELD instruction weekly of a coherent instructional ELD program. When possible, vertical clustering for ELD instruction will be considered to better meet the needs of the students in each proficiency group. Students will receive language support while learning content through the use of GLAD strategies. The district will provide teachers ongoing training in how to make the academic language of content areas comprehensible to students. Systematic ELD (EL Achieve) is a model that is used to teach ELD. This framework includes Language Functions, Language Tools, including grammatical forms and vocabulary, and Instruction & Application, which provides students with ample practice in the newly taught language structures. Supplemental ELD: District teachers have access to Avenues, HM Handbook for English Learners, Inside, HighPoint and Language!. Intervention: Title III Funds are used to purchase supplemental materials to use during targeted intervention periods. These materials are aligned with each school site's intervention plan.
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	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> designed to improve the instruction and assessment of LEP children; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p><i>3. Professional Development</i></p> <p>To equip our teachers to develop the English proficiency and academic development of our English Learners, teachers will be trained in:</p> <ul style="list-style-type: none"> A Focused Approach to <i>Systematic English Language Development</i> Guided Language Acquisition Design (GLAD) <p>Systematic ELD: Teachers participate in a 20-hour initial training and receive follow-up training and collaboration from one of the eight trainer of trainers in our district, as well as the site-based Equity Coaches.</p> <p>GLAD: Teachers participate in a 6-day training. Follow up GLAD coaching and planning will occur at the site level by GLAD leaders (GLADiators), site level teams, and/or from a certified GLAD trainer.</p> <p>A.L.L.: Equity coaches will participate in a partnership with Center to Support Excellence in Teaching (Stanford University) to receive professional development aimed at supporting classroom teachers in improving the quality and increasing the quantity of oral language production of students, with a focus on ELs.</p> <p>Administrators will receive ongoing training in A.L.L. and Systematic ELD to support teachers in ELD and content instruction for ELs and the use of curriculum and assessment materials.</p> <p>District coaches, teachers and/or administrator teams will attend various EL conferences in the state to better support ELs, LTELs, and SwDs.</p> <p>Paraprofessionals will receive ongoing trainings on best ways to assist ELs in the classroom.</p> <p>All coaches will continue to receive professional development from A .L.L. facilitators during monthly meetings in order to improve coaching skills and knowledge. A primary goal of coaching is for coaches to help teachers close the achievement gap. This will include, but not be limited to coaching around literacy, math, Systematic ELD, and using data from assessments to drive targeted small-group instruction.</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The district will provide ongoing instructional support for teachers using the ELD curriculum and will review which instructional strategies are best for supporting ELs across the curriculum.</p> <p>As mentioned by the DAIT, we have fidelity of ELD across sites/grades. We will continue to ensure fidelity by expecting effective first teaching. Effective first teaching refers to ensuring that students learn and keep pace with classroom instruction the first time. We know that through the use of research-based best practices including differentiation, a high percentage of students can be successful.</p> <ul style="list-style-type: none"> • All coaches will continue to support teachers in using best practices for all students, including ELs who are also SwDs. • Principals will observe, coach and give observational feedback around best practices. • District administrators will visit each site for Learning Walks 2–3 times per year to provide feedback to the school as to the level of implementation of best practices they observe. <p>As recommended by the DAIT, CUSD will begin transitioning to Common Core Standards. ELD instruction will align with newly developed pacing guides, bridge materials, content and assessments.</p>
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Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Depending on the site, before, during, and/or after school tutorials (interventions) are provided to targeted students. • After School Education and Safety (ASES) is provided at 6 sites. • Summer Academy is provided for FBB and BB students. This includes ELs and SwDs that meet eligibility criteria. • A Response to Intervention and Instruction (RTI²) model is implemented at every school site, where identified students are assessed and classified as Tier I, II, or III. Students receive targeted instruction based on their area of need and level of intervention. • EL students will participate in specially designed College Going Culture Awareness activities. • AVID classes will be available at the middle schools. • STEP up to Algebra, in conjunction with the San Jose Educational Foundation, will provide Saturday “boot camps” and a Summer Academy strand.
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	Yes or No	If yes, describe:
6. Develop and implement programs that are coordinated with other relevant programs and services.	YES	<p>One of the district's high leverage activities is ELD. Using Title III and other state budgets and grant funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs:</p> <ul style="list-style-type: none"> • Current, existing intervention programs • Pupil Promotion and Retention Program – PASS • Even Start, Family Literacy Programs • Site tutoring programs • AVID • Title I Intervention Programs • After School Education and Safety (ASES) • Homework Center • Preschool Program and General Childcare • Transitional Kindergarten <p>A middle school placement card has been developed to aid in the transition and placement of EL students from elementary schools to middle school programs.</p> <p>To support the DAIT findings, the district will publish an updated English Learner Master Plan, aligned with the CUSD Strategic Plan, that outlines Campbell Union School District's English learner program.</p>

<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The district will continue to define:</p> <ul style="list-style-type: none"> Exit and entrance requirements for ELD class placements: Our reclassification criteria: <ol style="list-style-type: none"> An overall score of a 4 (Early Advanced) or 5 (Advanced) on the CELDT, with no sub-score below a 3 (Intermediate) in listening, speaking, reading, or writing A score of a 3 (Basic) or above on the CST in ELA Parent consultation Teacher recommendation We will look at which assessments should be used for placement changes, including the use of CELDT, alternate assessments (for SwDs), ADEPT, Express Adept, and Gap Finder. The ELD department will continue to do ELD walkthroughs in all ELD classrooms to review ELD instruction and ensure consistency of implementation, effectiveness of the curriculum, and the use of resources to support the most at risk EL populations. The ELD instruction will be refined for Students with Disabilities (SwD). ELD goals will be written into IEPs to ensure that the goals are linguistically appropriate and meet the objectives in the IEP as determined by the IEP team. By focusing on the language needs of SwD, we can begin to prevent SwDs from becoming LTELs. <p>In a network sponsored by the Santa Clara County Office of Education, Campbell Union School District staff meet regularly with EL staffs from other districts to dialogue, collaborate and research programs in order to improve district programs.</p> <p>As mentioned in number 3 in this section, the district will partner with Stanford University to provide professional development for coaches to improve instruction for EL students.</p>
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Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p><u>As recommended by the DAIT</u> We will increase our two-way communication to engage families especially with those for whom English is not their first language and who are parents of Students with Disabilities. In addition, parents will be informed regarding curriculum changes as related to the Common Core Standards. As mentioned in the key findings in the DAIT report, we will strive to have more meaningful parent engagement in decision-making processes.</p> <ul style="list-style-type: none"> • All qualifying schools have a functioning English Learner Advisory Committee (ELAC) where parents have an opportunity to become active participants in their child's education. • The District English Learner Advisory Committee (DELAC) meets quarterly to provide training and acts as a communication forum for ELACs. • District Community Liaisons provide district-wide support for ESL parents in the following areas: <ul style="list-style-type: none"> - Health and Nutrition classes - Translation services for all school sites - Community resource information - Home visits • Bilingual Community Liaisons will continue to provide support and information for parents through parenting classes, translation services, community resource information, and help with assessments. • Summer Parent Academy for parents of ELs provides training for parents in basic math and reading so they can improve their skills and support their child at home. • The district will continue to provide various parenting classes and ESL classes to parents district-wide. • Project Cornerstone classes will continue to be set up at selected sites to train and mobilize adults to intentionally work to develop healthy, caring, and responsible youth through programs that strengthen families, neighborhoods, communities, and schools. • The district will continue to offer State preschool and Special Education preschool. • Other programs: Even Start, Family Literacy, Advancing Latino Achievement Success (ALAS), and College Nights.
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	Yes or No	If yes, describe:
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	YES	<ul style="list-style-type: none"> • Through a district committee of administrators and teachers, we will ensure adequate training for all staff in the use of the data management system. <p>We will provide:</p> <ul style="list-style-type: none"> • Access to instructional media, including LCD projectors, document cameras, and laptops. • Technology-based core and intervention programs: ST Math, Fraction Nation, FASTT Math, Read 180, and System 44. <p>Our district website includes links to:</p> <ul style="list-style-type: none"> • Title III Monitoring Plan • Parent Handbook • Information about Parent Rights • Instructional Programs

	10. Other activities consistent with Title III.	Yes or No YES	If yes, describe: <ul style="list-style-type: none">• Trainings for Educational Associates, Special Education Teachers and/or ELD staff members on CELDT Testing, ADEPT, Behavior Training, Basic Overview of English Language Acquisition strategies, Systematic ELD and PowerSchool• Additional conference attendance on topics related to EL students, i.e. 2-Way CAFE
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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.
<div data-bbox="163 808 195 1010" data-label="Text">Required Activity</div> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> 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; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon the registration of a student, and annually thereafter, parents receive a written explanation of their child's identification and placement. The written explanation includes all state requirements for:</p> <ul style="list-style-type: none"> • (a) Identification (based on Home Language Survey) • (b1) English proficiency level (based on initial and annual CELDT, and alternate assessments as appropriate for SwDs). • (b2) Status of the student's academic achievement (Standards-based report card) • (c) The method of instruction the student will receive (Program description that includes information on ELD instructional minutes and materials that will be used and subjects to be taught. In addition, benchmarks and yearly goals should be explained so parents can monitor progress towards these goals.) • (d) If a student is classified as an EL, that student will receive 150 minutes of explicit ELD instruction per week (based on the initial or annual CELDT) • (e) Parents are informed on how this program design helps their child learn English (emphasis is on explicit ELD instruction and training of teachers) • (f) Once a student is redesignated Fluent English Proficient (RFEP), the student can be removed from the English Language Development class • (g) As recommended by the DAIT, the district will increase two-way communication to engage families especially with those for whom English is not their first language and who are parents of Students with Disabilities. <ul style="list-style-type: none"> ○ As mentioned by DAIT, educational options will be explained to parents of SwD. By understanding the educational options, parents can assist in helping their children improve their English language skills. ○ ELs with special needs will have ELD goals on their IEPs. The ELD goals and program placement will maximize students' learning experiences. ○ Students that qualify will take the Alternate Assessment in lieu of the CELDT test.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> 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. 	<p>(h) Parental rights allow parents to not enroll or withdraw their child from the program, but not the services. Parents have options to send their children to our traditional school campuses, our dual immersion Spanish school or our parent participation school.</p> <p>Note: Parents with Spanish as a primary language will receive notification in English and Spanish.</p>
<p>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.</p>		<p>Parent notification, taking place within 30 days of the beginning of each school year, includes complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. In addition to parent notification of assessment results and program participation, Title III and other state budgets and grant funds support additional parent meetings to ensure their children are being properly included in all possible school services. These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.</p> <p>For students who enroll after the beginning of the school year, this process will take place within the first two weeks of program placement.</p>
<p>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.</p>		<p>If the district or school fails to achieve its AYP/API, parents of students attending our Title I schools will be notified of this in writing within 30 days. The notification will apprise them of their option to choose another school within the district, and their right to obtain supplementary services if the school is in its 2nd year or greater of being designated as a Program Improvement school.</p>

Plans to Provide Services for Immigrants

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 NO	If yes, describe:
	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 NO	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No NO	If yes, describe:
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 NO	If yes, describe:

	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 NO	If yes, describe:
	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 NO	If yes, describe:
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 NO	If yes, describe:

Title III Year 2 LEA Improvement Plan Addendum Campbell Union Elementary School District 2010-11

Directions: *Provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of this IPA to their regional COE lead and to CDE at [LEAP-TITLEIIYear2@cde.ca.gov](mailto:TITLEIIYear2@cde.ca.gov).*

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

A. Analysis of data based on CELDT, CST, CMA, CAPA, and CAHSEE, and problems found.

Campbell Union Elementary School District analyzes English Learner data on a regular basis. Benchmark assessments are given every 7 weeks to all English Learners. This data is disaggregated at the district, site and classroom level in order to provide feedback to teachers and administrators. CELDT data is analyzed upon receipt in February and then further analysis occurs at the site and classroom level. Additional analysis occurs with classroom level assessments including the EL Achieve Gap Finder and the ADEPT. In addition, in preparation for the development of the LEAP plan in 2009-10 and the Title III plan, deeper analysis occurred through the use of the ELSSA tool. When the district realized that AMAO #2 target was not met in the Fall of 2010, the Instructional Services team pulled data on every Long Term English Learner in Campbell Union School district. This data was shared with teachers, coaches, and site administrators. Through this drill down we are able to identify all of our Long Term English Learners by site, grade, and name. This allows for comprehensive analysis of individual student needs in addition to the development of the district wide plan. This also ensures that the data is reviewed by the practitioners closest to the students. Throughout the Spring of 2011, the district will continue to use this data to ensure that all students, and in particular, Long Term English Learners, are making progress.

Back in 2008-09, AMAO 3 was not made overall with only 39.8% of ELs proficient or advanced on the ELA CST. While the district met AMAO 1 (meeting the target for ELs learning English) and AMAO 2 (meeting the target for the number of ELs attaining English-Language Proficiency), one school, Monroe Middle, did not make AMAO 1 as a school (48.7%; target was 51.6%) and three individual schools did not make AMAO 2: Campbell Middle (26.2%), Monroe Middle (24.6%), Rosemary Elementary (29.3%); The AMAO 2 target was 30.6%.

With commitment and focus, Campbell Union School District is proud that the EL subgroup grew 5.9 percentage points to 45.7% resulting in a Safe Harbor designation for AMAO #3 for 2009-2010. Unfortunately in this same year the new AMAO #2 target split into both long term and short term EL targets and identified that the Long Term English learners were not making sufficient progress in their English development. With 24.7% of EL students with less than 5 years in the United States, reaching proficient on CELDT, the district has exceeded the state target of 17.4%. However, only 32.6% of our English learners with more than 5 years in the US scored as proficient, while the state target for this group was 41.3%.

Because AMAO 3 was missed in 2008-09 and AMAO 2 was missed in 2009-10 Campbell Union Elementary School District has not met Title III progress requirements. The data show that large numbers of students test at both the intermediate level on the CELDT and Below Basic level on the CST for language arts. Upon analyzing our ELs who scored proficient on the CELDT, only 18% scored proficient on the CST ELA. Eighty-two percent of ELs who scored proficient on CELDT scored Basic or below on CST ELA. Of these students, 65% scored BB or FBB. As ELs progress through the grades, their proficiency level in English may increase - but often not up to the target levels - and the percentage that are able to score Basic, Proficient, or Advanced on the CST for English Language Arts drops steadily. For example, ELs scoring FBB and BB increased from 18% in grade 2 to 72% in grade 8. R-FEPs score very well on CST, with 65% scoring proficient or above in ELA.

CELDT data reveals that only 25% of intermediate level English Learners make the required one or more levels of growth, while over 70% of the students in the higher levels do meet their respective goals. Approximately 35% of students in levels one and two are progressing. After looking more closely at the CELDT data, we have found that reading is consistently the lowest sub-score on the CELDT. The percentage of ELs who are able to reach English proficiency jumps dramatically (from 20 to 35 percent) as they reach six years of schooling in the U.S. However, 65% of ELs who have been in school for six or more years are still at the Intermediate level.

B. Strengths and weaknesses of current plan:

- (i.) *Instructional program implementation*
- (ii.) *Instructional strategies*
- (iii.) *Professional development*
- (iv.) *Parental participation*

The strengths of the Title III LEA Plan include the following in each sub-area:

i. Instructional program implementation:

- Participation in the A Look at Learning (ALL) collaborative facilitates the use of high quality instructional tools focused on improving instruction for English Learners.
- A new data system (LearningQube) has been put in place that allows for teachers and administrators to analyze data quickly and monitor progress of subgroups, grade levels, classes and individual students.
- A district-wide equity initiative has given administrators and teacher leaders the background knowledge and understanding to create a moral imperative for improvement.
- In 2009-2010, CUSD grew 25 API points (3rd highest of 33 districts in the county).
- For the first time since the implementation of AYP targets, all 18 subgroups improved in ELA and Math and the disadvantaged subgroups narrowed the achievement gap as compared to their more privileged peers. We raised the roof AND narrowed the gap!

ii. Instructional strategies:

- The rewriting of the site coach job description and reallocation of coach time allows for coaching to occur at the sites with the most English Learners and moves coaches into the classroom to improve instruction ensuring the implementation of professional development.
- The majority of district teachers has been trained in Systematic ELD and GLAD strategies, and teachers are applying these strategies in their classrooms.

iii. Professional development:

- The development of site level GLAD experts (GLADiators) builds a cadre of district teacher leadership that supports the implementation of GLAD strategies and the creation of GLAD model classrooms (including in the State Pre-school classes).
- Twelve professional development modules have been developed internally to build on existing expertise and provide consistent professional development across the district.

iv. Parental participation:

- CUSD has high functioning DELAC and ELAC committees with collaborative trainings for administrators and parents.
- Project Cornerstone, Latino Family Literacy Project and adult ESL classes are provided to parents of English Learners.

The weaknesses of the Title III LEAP plan include the following in each sub-area:

i. Instructional program implementation:

- The district Master Plan outlines specific policies and expectations, but does not provide a clear framework for the “how”.
- Accountability systems are dependent on testing, but do not have a systematic way of monitoring the use of curriculum or programs at the daily classroom level.
- A cohesive system of interventions for struggling English Learners has been articulated. Although the RTI framework is in place and schools have identified individual programs to work with students, a clear districtwide intervention program has not been actualized.
- Collaboration between Special Education staff and general education staff has been limited. This has inhibited the ability of both departments to effectively serve students with disabilities, particularly English learners with disabilities.
- There has not been full and consistent implementation of standards-based ELD instruction to ELs at all grade levels at all school sites.

ii. Instructional strategies:

- Teachers are not consistently providing access to content through differentiated instruction and scaffolding.
- Coaches have not been sufficiently utilized as site level experts or peer coaches to model and coach teachers in best instructional practices.

iii. *Professional development:*

- Site and district administrators have only begun to understand the relationship between socio-economic status, language, and ethnicity and student achievement.
- Although training has been provided to teachers, support for implementation of new skills and strategies has been minimal.

iv. *Parental participation:*

- Although there are pockets of strong parent participation at specific sites, there is not a clear vision of formal parent education or a district-wide parent involvement plan.

C. Factors contributing to failure to meet AMAO(s):

- 1) An analysis of the English language learner program in 2009-2010, found that explicit ELD instruction was not delivered consistently at all of our schools. Different materials were in use depending on the site. The tracking of students who were languishing at a CELDT level and have been in the district for 5 years without adequately progressing was non-existent and/or appropriate interventions were not put in place. Inconsistent training and lack of clarity regarding use of materials were contributing factors to the fragmentation of the program.
- 2) Even teachers that had been trained in ELD and had adequate materials, did not have ongoing access to coaching and support for implementation of high quality focused English Language Development.
- 3) Through classroom observations, site level coach interviews, and site administrator surveys, it was discovered that although the majority of district teachers have been trained in Guided Language Acquisition Design (GLAD), very few were fully implementing with multiple strategies throughout the content areas and GLAD standard-based units. So in addition to a weak ELD program, students were not receiving adequate differentiation or scaffolding to reach grade level content standards.
- 4) In addition to ELD, Sherman Oaks, a CUSD dual-immersion elementary school (and in PI Year 2), is only beginning in 2010-11 to implement a well-articulated dual immersion model developed last year that should ensure that students are able to show mastery of appropriate skills in English and Spanish.
- 5) For long-term English learners, there was not a fully developed intervention plan in place. Some students at some sites were receiving Language!, but guidelines for implementation were not clear. Many interventions were not being delivered with fidelity, nor were there adequate monitoring and accountability timelines established.
- 6) Many parent involvement programs have been offered (Latino Family Literacy Project, PIQE, Los Dichos, Project Cornerstone, Adult ESL), however there has not been a clear district purpose articulated for Parent Education for both English only and English learner parents in the district. The result has been special interest trainings without a cohesive message and without any evaluation of effectiveness.
- 7) All the survey instruments used during the 2008-09 LEAP plan update, especially the Integrated Services Survey (ISS), highlight a systemic problem of special education and general education operating independent of each other.

Collaboration is a value that is evident in the district's support of structured teacher planning time every week. Nevertheless, there is a pervasive lack of collaboration between the two divisions, between general education and special education teachers, and a lack of alignment of curriculum, adherence to standards, training and budgeting between the two populations of students. Of the 444 students identified as Long Term English Learners, 116 are also students with disabilities. Consequently, instruction for students with disabilities must be linked to district best practices and high expectations for all students. The entire professional staff must be made to understand that "all of our children are all of our children."

D. Conclusions from analysis that inform program modifications:

The Instructional Services Department is committed to improving the instructional program for English learners in order to ensure that all students are able to reach English language proficiency and have access to the core grade level content. In January 2010, the Instructional Services Department began implementation of the updated LEAP addendum. Many new practices were put into effect. As the district continues to implement and refine these practices in the areas of instruction, professional development, and parent involvement, we are optimistic that academic achievement for English learners will improve significantly. From thorough examination of English learner data as well as observations and interviews, the Instructional Services Department has identified seven main objectives. The seven objectives for improvement include;

- 1) Full and consistent implementation of standards-based ELD instruction to ELs at all grade levels.
- 2) Guaranteed access to grade level content through differentiated instruction and scaffolding.
- 3) All site and district administrators, teachers and coaches will participate in Equity training in order to understand and reflect on the role of ethnicity, language, and class in the teaching and learning context and to implement culturally conscious practices.
- 4) Development of a comprehensive district Response to Intervention plan specifically targeting students who are basic or below in their achievement.
- 5) Training and support to ensure that all teachers have the skills to utilize research-based strategies and implement them in daily instruction.
- 6) A focused parent outreach and training effort to help parents help become active participants in supporting their children's academic achievement.
- 7) Development of a comprehensive plan to support English Learners who are also students with disabilities in both the general education and special education context.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)				
<i>Objective: Full and consistent implementation of standards-based ELD instruction to all ELs at all grade levels.</i>				
2.1 Sites will develop ELD plans and submit them to the ELD department. Plans will include ELD schedules, curriculum, criteria for placement, and identification of the ELD teacher for every EL student.	Plans are due September 2010 and annually in September	ELD Coaches, ELD Coordinator Site Administrators Site Teachers	Funding is not required	4/28/11 - All schedules submitted to district office with grade levels. ELD levels and student groups submitted to Equity Coaches 11/1/11 – All schedules submitted to district office with grade levels. ELD levels and student groups submitted to Equity Coaches
2.2 The site administrator, equity coaches and ELD department staff will monitor ELD instruction through the collection of ELD schedules and regular walkthroughs. Documentation of ELD instruction will include lesson plans and structured planning time allotted for ELD planning which will be given to the site or district administrator upon request.	September 2010, ongoing monthly monitoring	ELD Coordinator, ELD Teachers, Equity Coaches	Funding is not required	4/28/11 – All sites have had ELD walk throughs by ELD Coordinator and at least one site leader. 11/1/11 – ELD walk throughs will be schedules throughout the year. Director of Curriculum & Instruction, TOSA ELD, and at least one site leader will be participating. 1/31/12 – ELD walk throughs have started

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				and will continue throughout the school year. (The schedule is in the binder.)
2.3 All Equity coaches will use the A Look at Learning (ALL) ELD Observation Tools to provide 1:1 coaching at all sites to teachers of ELD.	September 2010- June, 2012 April 15 th 2011	Equity Coaches, Administrator of Special Programs ELD Coordinator ELD Teachers	\$4,000 Title III for Trainer of Trainers training	4/28/11 – Coaching documentation collected quarterly 11/1/11 – The ALL Plan, which includes the coaching expectations for the year, is included in the binder. Also, coaches submit their coaching documentation monthly to the Administrator on Special Assignment, Equity.
2.4 All Equity Coaches and ELD teachers will be trained in Systematic ELD.	2010-2012 September October November December January February March April May	District Systematic ELD Trainers ELD Teachers Equity Coaches ELD Coordinator	\$15,000 Title III: Materials, Trainer-of-Trainers recertification Subs/Stipend \$250 per teacher for materials for 100 more teachers \$1,500 Trainer of Trainers for 2 new coaches \$800 each for	4/28/11 – All 12 Equity coaches trained 143 teachers trained 11/1/11 – 187 people have been trained or are in the process of being trained. This number includes Equity Coaches, teachers, and administrators. 1/31/12 – 202 people have been trained or are in the process of

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
			recertification of existing 5 coaches	being trained. This number includes Equity Coaches, teachers, and administrators.
2.5 A.L.L. Facilitators will continue to receive professional development from the Santa Clara County Office of Education through the A.L.L. Collaborative. A.L.L. Facilitators will train the Equity coaches monthly in order to improve ELD coaching skills and knowledge.	SCCOE TOT Training of Trainers and Networking Meetings: September, November and April, 2010-2011 and 2011-2012 Internal Training, Monthly from August, 2010-June 2012	All Trainers, Equity Coaches, ELD Coordinator, Administrator Special Programs	Funding is not required	4/28/11 – Equity Coach meeting dates which include ALL training (see attached sheet) 11/1/11 – Equity Coach meeting dates, which include ALL training (see documentation in the binder)
2.6 The district will use the CELDT scores and ADEPT test to place students in correct ELD level groups and monitor them throughout the year.	2010-2012 September October January May	Equity Coaches, Teachers	\$5,000 Title III for ADEPT training and materials for 75 teachers	4/28/11 – Depending on site plan 11/1/11 – Depending on site plan, which is included in the binder under section 2.1
2.7 The district will ensure that all English Learners receive at least 30 minutes of high quality ELD instruction.	September 2010-June 2012	Site Administrators, Teachers, Equity Coaches	Funding is not required	4/28/11 – All sites visited to observe ELD 11/1/11 – Site visitations are being set up for the year 1/31/12 – A site visitation schedule has been created. All ELD teachers will be

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				observed. (schedule in the binder)
2.8 Middle school will provide ELD intensive instruction to EL students. Instruction will be provided by teachers who are trained in Systematic ELD.	September 2010- June 2012	Site Administrators, ELD Teachers	Funding is not required	4/28/11 – All MS ELD teachers trained in Systematic ELD All MS students receiving a period of ELD instruction per day. 11/1/11 – All MS ELD teachers trained in Systematic ELD. All MS students are receiving a period of ELD instruction
2.9 Long Term English Learners will be identified by name at each site and data will be disseminated to sites throughout the year.	September 2010 November 2010 February 2011 April 2011	District ELD coordinator ELD Dept. Secretary	Funding is not required	4/28/11 – Sites provided with LTEL lists in October and January (after receiving 2010-11 scores) 11/1/11 – Sites will be provided with LTEL lists in January after receiving the 2011 – 2012 scores 1/31/12 – Sites were provided with LTEL lists in January (after receiving 2011-12 scores)
2.10 Based on numbers of long term EL students, sites will write	2010-2012	ELD Teachers	Funding is not	4/28/11 – Per site level

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<p>up plans for this subgroup including targeted ELD instruction. Teachers and/or coaches will give the Long Term EL Gap Finder assessment to identify specific instructional needs.</p>	<p>Plans will be due February, 2011</p>	<p>and Equity Coaches</p>	<p>required</p>	<p>plan</p> <p>Idea from 7/19/11 Meeting: Pick 5 focus LTELs and/or ones teachers/coaches feel might become LTELs</p> <p>October 17th Meeting: TOSA ELD brought samples of GAP Finder & ADEPT assessments to share with the state representative</p> <p>11/1/11 – Once updated LTEL list is created in January, teachers/coaches will administer the GAP Finder and/or the ADEPT assessment to identify specific instructional needs</p> <p>1/31/12 – LTEL lists were created for each site in January 2012.</p>
<p>2.11 An ELD plan for Special Education students will be created including clearly articulated ELD goals for all EL/Special Ed. teachers and coaching to ensure that ELD is taught in the Special Ed. context.</p>	<p>Coaching: 2010-2012 Plan created: Spring, 2011</p>	<p>Special Ed. Equity Coach Special Ed. Director ELD Coordinator</p>	<p>Funding is not required</p>	<p>7/19/11- TOSA ELD & Special Education Equity Coach presented a PD on appropriate goals for ELLs on September</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				<p>12, 2011</p> <p>January Meeting: The team will share samples of ELD goals written for Special Education students 1/31/12 – Sample ELD goals were share at the January visit. (sample ELD goals in the binder)</p> <p>Coaching cycles will occur with SDC teachers and/or RSP teachers and the Special Education Equity Coach</p>
Monitoring by Regional COE Lead				
3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)				
<i>Objective: The district will ensure that all English Learners have access to grade level content through differentiated instruction and scaffolding.</i>				
<p>3.1 The district will continue to provide Guided Language Acquisition Design (GLAD) training. Follow up GLAD coaching and planning will occur at the site level to GLAD leaders as well as site level teams.</p>	<p>September 2010- June 2012 Sept. 2010 Oct. 2010 Nov. 2010 Dec. 2010 Feb. 2011</p>	<p>ELD Coordinator, Equity Coaches, Site Administrators Teachers</p>	<p>Title I, Early Intervention for School Success Grant \$1,000 per teacher for training, 25 teachers \$10,000 Site block grants</p>	<p>4/28/11 – 275 teachers trained in GLAD All district admin. trained in GLAD Follow up planning days or meetings held at all sites.</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
	March 2011			11/1/11 – 300 teachers trained in GLAD. Follow up planning days or meetings held at all sites.
3.2 Teachers with high numbers of Long Term English learners will be targeted for coaching.	September 2010-June 2012	Equity Coaches ELD District	Funding is not required	4/28/11 – Coaching allocation based on EL number at site. Teachers identified for coaching determined by site team. 11/1/11 – Coaching allocation based on EL number at site. Teachers identified for coaching determined by site team. The sites that do not have coaches onsite are receiving coaching by district coaches.
3.3 Equity Coaches will monitor GLAD implementation through the use of the A.L.L. observational tools.	September 2010-June 2012	Equity Coaches, Site Administrator	Funding is not required	4/28/11 – Depending on site plan 11/1/11 – Depending on site plan
3.4 Two GLAD-trained teachers from each site will be identified as “GLADiators”. Teachers will receive support and coaching and will be expected to implement units as well as train colleagues.	October 2010 January 2011 May 2011	GLADiators GLAD Trainer ELD Coordinator	Title III, \$20,000 for 3 facilitated planning days for 23 teachers including subs. and	4/28/11 – GLADIator teams have completed two days of facilitated planning. All sites have had a GLADIator presentation

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
			trainer	supporting implementation 11/1/11 – GLADiator teams will attend three days of facilitated planning. All sites have a plan for how GLADiators will share the information with their colleagues.
3.5 District, Site Administrators, and Equity Coaches will visit classrooms monthly to observe ELA instruction to ensure that all EL's access the core ELA curriculum using A.L.L. tools to look at best practices. They will provide teachers feedback using the A.L.L. tools.	Monthly, September 2010-June 2012	District Administrator of Special Programs, Equity Coaches, Site Administrators	Funding is not required	4/28/11 – Walk Around schedule establishes that DO staff will visit sites at least once per month Coaches observe based on site level plan 11/1/11 – District, Site Administrators or Equity Coaches will make monthly visits to observe ELA instruction. Equity Coaches will use the ALL tools with identified teachers going through the coaching process

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
3.6 District and Site Administrators with the support of Equity Coaches will monitor sound ELA instruction practices at the school by observing and documenting the following: <ul style="list-style-type: none"> • Explicit direct instruction followed by guided then independent practice. • Scaffolding techniques that provide access to the curriculum and the students' EL levels. • Flexible Grouping • Incorporation of higher-level critical thinking skills • Lesson objectives and language objectives determined by district pacing guides. • Checking for understanding during the lesson. 	September 2010-June 2012 Monitoring: September 2010 November 2010 February 2011 April 2011	District Administration, Site Principals, Equity Coaches	Funding is not required	4/28/11 – Practices are included in the walk around tool used monthly by walk through admin. teams 11/1/11 – Practices are included in the walk around tool used monthly by walk through admin. teams
3.7 District and Site Administrators along with the Equity Coaches and teachers will analyze EL data from the CST to inform the instruction and modification of the ELA program.	August 2010 August 2011	District Administration, Site Principals, Equity Coaches	Funding is not required	11/1/11 – All sites analyzed the Spring 2010 CST data to inform instruction for the 2011-2012 school year
<i>Objective: All site and district administrators, teachers and coaches will participate in Equity training in order to understand and reflect on the role of ethnicity, language, and socioeconomic status in the teaching and learning context and to implement culturally conscious practices.</i>				
3.8 All site and district administrators will complete Equity Training in order to understand the underlying causes of low achievement and the achievement gap.	September 2010-June, 2012 Sept. 2010 Oct. 2010 Nov. 2010 Dec. 2010 Feb. 2011 March 2011	Site Administrators District Administrators	\$5,000 Title I – Trainer and materials \$5,000 Title II \$5,000 EIA	2010-2011: Training completed (see attached sheet) 11/1/11 – The Equity Training will continue this year. The schedule can be found in the binder.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
3.9 Each site will have an Equity Team which will train and support site level understanding of equity practices and the ways in which schools contribute to the achievement gap.	Monthly meetings and quarterly district wide trainings September 2009-September 2012	District Administration, Site Administration, Teachers	\$10,000 Title I for subs. and trainer \$1,000 Title II \$2,000 EIA	4/28/11 – In place
<i>Objective: CUSD will develop a comprehensive district Response to Intervention plan specifically targeting students who are basic or below in their achievement.</i>				
3.10 With the assistance of an outside facilitator/RTI expert, all site and district administrators will be trained in an overview of RTI and collaborate to develop a comprehensive district RTI plan with identified programs, cut scores, and staffing.	Sept. 2010 Nov. 2010 Jan. 2011 May 2011	RTI Trainer (Diane Youtsey) Site Administrators District Administrators	\$5,000, Title I, Trainer \$5,000, Title II, Trainer \$2,000, EIA, Trainer	Training completed on: September 2010 November 2010 January 2011
3.11 READ 180 and Language! classes are in place to address the needs of the Far Below Basic and Below Basic students. Many Long Term English Learners also fall into these proficiency levels.	Start date: October 2010 Classes will run through June 2012	District Administration, Site Administration, Teachers	\$20,000 Title I Materials, teacher, training \$5,000 Title II \$5,000 EIA	4/28/11 – In progress 11/1/11 – READ 180 and Language!3 classes are in place, and documentation regarding these interventions are in the binder. 1/31/12 – A period of English 3D! is occurring at one middle school.
3.12 Each site will have Tier 2 and Tier 3 interventions in place for all struggling students who meet intervention criteria.	Completed May 2011	Instructional Services Director Assoc. Superintendent of Instructional Services	\$40,000 Title I \$10,000 Title II \$5,000 EIA \$15,000 Site Block grants	4/28/11 – In progress 7/19/11 – TOSA ELD obtained district SST process. The SST process is in the binder.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
		Site Administrators		<p>Tier 2 & Tier 3 continue to be discussed at DLT meetings</p> <p>Each site has a plan in place for Tier 2 & Tier 3</p> <p>Training for interventions occurred on August 17, 2011 and during the fall of 2011</p>
Monitoring by Regional COE Lead				
4. Describe scientifically based strategies to improve academic achievement in mathematics. (AMAO 3) Not Applicable				
Monitoring by Regional COE Lead				
5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.				
<i>Objective: The district will provide training and support to ensure that all teachers have the skills to utilize research-based strategies and implement them in daily instruction.</i>				
5.1 CUSD will support teachers in ELD instruction and use of curriculum and assessment materials through professional development focused on “A Look at Learning (A.L.L.)”	September 2010- June 2012 Trainer of	Instructional Services Department, ELD	\$10,000 Title III for trainer of trainers	4/28/11 – Equity Coaches/All Facilitators met for

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
which will be provided in a trainer-of-trainers model to all teachers, principals, assistant principals and coaches.	Trainers August 2011	Department, ELD Coordinator	registration, release days, subs., materials	training (see attached sheet for dates) 11/1/11 – Equity Coaches receive ALL training during all Equity Coach meetings. The meeting schedule and ALL focus for each meeting can be found in the binder. TOSA ELD, TOSA Literacy Coach, and Special Education Equity Coach attend the Refresher for ALL Trainer of Trainers in Sept. 2011. The Administrator on Special Assignment, Equity, attended the ALL Trainer of Trainers in Sept. 2011.
5.2 Professional development will be provided for Equity coaches on verbal and non-verbal toolkit for mentoring.	September 2010- June 2012 November Long Term EL Conference Title III Conference, Dec. 2010 No. Cal. CABE, Dec. 2010 SCCOE EL Annual Academic	ELD Coordinator, Administrator of Special Programs Equity Coaches	\$10,000 Title III Conference Attendance	4/28/11 – District coaches, teachers, and administrator teams attended Long-Term EL Conference (Nov. 2010), Title III Conference (Dec. 2010), No. Cal. Cabe (Dec. 2010), ASCD Conference (Mar. 2011), & SCCOE EL Academic

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
	Success Conference for EL, March, 2011			<p>Achievement Success Conference (Mar. 2011)</p> <p>11/1/11 – District coaches, teachers, and/or administrator teams will attend the Long Term EL Conference (Nov. 2011), CAFE (Mar. 2012), & SCCOE EL Academic Achievement Success Conference (Mar. 2012)</p> <p>1/31/12 – District coaches, teachers, and an administrator attended the Long-Term EL Conference on 11/16/11.</p>
5.3 Equity coaches will be working with all sites to support ELD clustering, assessment and instructional strategies.	September 2010-June 2012 Daily and weekly	ELD Coordinator, Administrator of Special Programs	\$5,000 Title I for subs. and materials	4/28/11 – Ongoing 11/1/11 - Ongoing
5.4 Continued training and follow up training will be offered for GLAD and Systematic ELD. All teachers teaching ELD will be trained in Systematic ELD.	September 2010 November 2010 February 2011 April 2011	Instructional Services Dept., ELD Department	\$100,000 Title III	<p>4/28/11 – 150 teachers completed Systematic ELD training</p> <p>Follow up training provided through PD modules at 7 sites</p> <p>11/1/11 – 187 people have been trained or are in the process of</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				being trained. Follow-up training is provided on an as needed basis. 1/31/12 – 202 people have been trained or are in the process of being trained. Follow-up training is provided on an as needed basis.
5.5 Targeted Teachers will be trained on multiple forms of ELD assessment tools (ADEPT, CELDT, LAS placement and observational tools).	2010-2012 ADEPT: November, January LAS: November CELDT: August, September, October, November	Instructional Services Dept., ELD Department	\$1,500 Title III	4/28/11 – ADEPT assessment training completed in November 2010 and January 2011 with 50 participants LAS: completed CELDT: completed for Fall assessment 11/1/11 – ADEPT training has not yet been scheduled 1/31/12 – ADEPT Assessment training was completed on 1/18/12 with 30 participants CELDT: completed for Fall 2011 assessment Observation Tools: Equity Coaches are using the ALL

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				observation tools to train teachers.
<p>5.6 ELD Coaching:</p> <ul style="list-style-type: none"> • Four Equity coaches will provide staff development and 1:1 coaching support to teachers at Blackford, SOAKS, Rosemary, Campbell Middle School, and Monroe Middle School. • All Equity coaches will use the A Look at Learning (A.L.L.) ELD Observation Tools to provide 1:1 coaching at all sites. • A.L.L. Facilitators will continue to receive professional development from the COE through the A.L.L. Collaborative. A.L.L. Facilitators will train the Equity coaches four times a year in order to improve ELD coaching skills and knowledge. 	<p>September 2010- June 2012</p> <p>Weekly, ongoing</p> <p>Weekly, ongoing</p> <p>Weekly, ongoing</p>	<p>Equity Coaches, A.L.L. Facilitators</p>	<p>Funding is not required</p>	<p>4/28/11 – Coaching is ongoing</p> <p>Training of coaches has occurred</p> <p>11/1/11 – Coaching is ongoing</p> <p>Training of coaches has occurred</p>
<p>5.7 The district will ensure that all English Learners have access to grade level content through differentiated instruction and scaffolding. The district will continue to provide Guided Language Acquisition Design (GLAD) training. Follow up GLAD coaching and planning will occur at the site level.</p>	<p>2010-2012, ,</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p> <p>February</p> <p>March</p>	<p>ELD Coordinator</p>	<p>\$50,000</p> <p>Title I</p> <p>\$50,000 Title III for training registration and subs.</p>	<p>4/28/11 – 275 teachers have completed GLAD training</p> <p>Follow up support has occurred at all sites through PD Modules, GLADiators, planning days, demos, and visits</p> <p>11/1/11 – 300 teachers trained in GLAD.</p> <p>Follow up support will occur at all sites through GLADiators, planning days, demos, visits, and/or planning time with a GLAD trainer.</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<p>5.8 ELD Coaches will provide professional development to Paraprofessionals supporting English Learners. Training will include how to administer the ADEPT formative assessment, GLAD strategies, basic overview of English Language Acquisition strategies, and support for implementation of Systematic ELD lessons.</p>	<p>Depends on site, quarterly across the district</p>	<p>ELD Coordinator, Equity Coaches</p>	<p>\$3,000 Title III for additional hours and training materials \$2,000 Title I \$2,000 Site Block Grants</p>	<p>4/28/11 – Not completed at this time 11/1/11 – Not completed at this time 1/31/12 – Paraprofessionals were trained on the ADEPT (1/18/12) Paraprofessionals will receive professional development in GLAD strategies, a basic overview of English Language Acquisition strategies, support for implementation of Systematic ELD lessons, and behavior training (Jan. 2012 – June 2012).</p>
<p>Objective: <i>Develop a comprehensive plan to support English Learners who are also students with disabilities in both the general education and special education context.</i></p>				
<p>5.9 Specific training and support will be provided to Special Education teachers and general education teachers who work with Special Education students in the mainstream context. Specific focus will be on identifying and implementing best practices for Special Education English Learners.</p>	<p>September 2010 January 2011 March 2011 April 2011</p>	<p>Special Ed. Director Special Education Equity Coach ELD Coordinator</p>	<p>Funding is not required</p>	<p>4/28/11 – Not implemented at this time 7/19/11 – Special Education Equity Coach created a PPT on this topic Special Education Equity Coach & TOSA ELD presented</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				<p>the PPT at the DLT meeting on September 12, 2011</p> <p>Special Education Equity Coach, TOSA ELD, and individual site members will tailor the PPT to meet the needs of sites 1/31/12 – RHMS’ PPT presentation will occur on 2/1/12</p> <p>Principals will sign-up for PPT to be shared at their sites through e-mail (priority will be given to middle schools and elementary sites that the majority of identified Special Education students)</p>
5.10 The Special Education Director will present to English Learner parents at the District English Language Advisory Committee meeting (DELAC).	December 2010	ELD Coordinator Special Education Director	Funding is not required	4/28/11 – Director presented in December 2010
5.11 Data will be analyzed to determine individual ELD plans for Students with Disabilities through the lens of both English language acquisition as well as student individual disabilities.	January 2011	ELD Coordinator Special Education Equity Coach	Funding is not required	4/28/11 – Not completed at this time 7/19/11 – Director of Special Education, Special Education Equity Coach, TOSA ELD, and CELDT

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				<p>Coordinator met several times from August to October to discuss and create the alternate assessment for the CELDT assessment. 16 students will be given the alternate assessment this year.</p> <p>A Look at Learning Coaching Cycles will be used with SDC teachers</p> <p>Castlemont is mainstreaming SDC students for ELD</p>
<p>5.12 ELD Coordinator and Special Ed. Equity Coach will observe EL students with disabilities in their classrooms and develop a comprehensive PD and coaching plan for teachers who work with EL students with disabilities.</p>	<p>Observations: January, February, 2011 Comprehensive Plan Development: June 2011</p>	<p>ELD Coordinator Special Education Director Special Education Teachers Special Education Equity Coach</p>	<p>Funding is not required</p>	<p>4/28/11 – Not completed at this time</p> <p>7/19/11- TOSA ELD & Special Education Equity Coach will create and present a PD on appropriate goals for ELs</p> <p>January Meeting: The team will share samples of ELD goals written for Special Education students</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
				<p>(sample goals are in the binder)</p> <p>1/31/12 – Sample ELD goals were shared at the January Monitoring visit</p> <p>Coaching cycles will occur with SDC teachers and/or RSP teachers and the Special Education Equity Coach</p>
Monitoring by Regional COE Lead				
6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.				
<i>Objective: A focused parent outreach and training effort to help parents become active participants in supporting their children's academic achievement.</i>				
6.1 Perception Surveys will be completed annually by teachers, parents and students and will be used as one measure to evaluate the effectiveness of programs for future planning.	Spring 2011 and Spring 2012	Director of Curriculum and Instruction	\$9,950 online costs, School Improvement Block Grant	<p>4/28/11 – In progress</p> <p>The perception surveys were completed in spring 2011</p> <p>1/31/12 – Perception surveys will be completed in spring 2012</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
6.2 A District Community Liaison will provide district-wide support for ESL parents in the following areas: <ul style="list-style-type: none"> • Health and Nutrition classes • Translation services for all school sites • Community Resource Information • Home visits 	September 2010-June 2012 Support provided daily and weekly	ELD Coordinator Liaison - MMS, CAS, CMS - Mariza Ramans	\$40,000 Title I CMS EIA, Site Categorical Block Grants, Castlemont MAA	4/28/11 – Liaison serves MMS, CAS, CMS, and SOAKS 1/31/12 – Liaisons serve MMS, CAS, CMS, ROS, SOAKS, LYN, and RHMS
6.3 Bilingual Community Liaisons will provide support and information for parents through parent classes, translation services, community resource information, and help with assessments.	September 2010-June 2012	Site Principals ELD Coordinator Bilingual Liaisons	Regular Costs School Improvement Block Grant	4/28/11 – Community liaisons 1/31/12 – Community liaisons
6.4 ESL and Technology classes for ESL parents.	September 2010-June 2012	ELD Coordinator, Principals	\$2,732 per 8 week class Title I	4/28/11 – None offered at this time 1/31/12 – ESL classes at Blackford (Sept. – Dec. 2011); Parenting Classes at Castlemont and Sherman Oaks (October 2011 – March 2012) 1/31/12 - Middle School parents received training in PowerSchool to improve parent access to online student data in April 2011

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<p>6.5 DELAC/ELACs to provide an expanded forum for parents to discuss issues. ELAC/DELAC will meet four times a year to advise the governing board on:</p> <ul style="list-style-type: none"> • the district plan for ELs • the district-wide needs assessment • the language census • the district's reclassification process • parent notification process for student achievement 	<p>ELAC: September 2010-June 2012, site calendared dates DELAC dates: 10/10/10 12/2/10 2/17/11 5/5/11</p>	<p>ELD Coordinator, Site Principals, DELAC/ELAC officers Community Liaison</p>	<p>\$400 Title I</p>	<p>4/28/11- Meetings held: 10/10/10 12/2/10 2/17/11 5/5/11 1/31/12 – Meetings held: 10/20/11 12/6/11 2/7/12 Meeting will be held: 5/15/12</p>
<p>6.6 Summer Parent Academy for parents of EL students to provide training for parents in basic math and reading in order to support their child at home.</p>	<p>Summer 2011, Summer 2012</p>	<p>ELD Coordinator District Community Liaison</p>	<p>\$2,000 Title I</p>	<p>4/28/11 – Planning occurring The Summer Parent Academy for parents of EL students was held simultaneously with the student summer school dates. 1/31/12 – Planning occurring for summer 2012</p>
<p>6.7 Six Spanish Parent Educators will be trained to conduct nine-week parent classes focused on supporting their child's developmental assets.</p>	<p>September 2010-June 2012</p>	<p>ELD Coordinator, Director School Services, Project Cornerstone</p>	<p>\$8,000 Title I</p>	<p>4/28/11 – Not offered this year 1/31/12 – Project Cornerstone Classes/Programs are occurring at various sites throughout the district</p>

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
6.8 Translator and Interpreter Services will provide translators for conferences and meetings. An online request process will be available for teachers and school staff.	September 2010-June 2012	Director of Curriculum, ELD Coordinator	\$3,000 Title I	4/28/11 – Interpreters provided at all school sites during Fall and Spring conferences 1/31/12 – Interpreters provided at all school sites during Fall conferences. Interpreters will be provided at all school sites during Spring conferences.
6.9 A District Translator will be hired to translate all communications emanating from the Superintendent’s office.	September 2010-June 2012	ELD Coordinator	\$4,300 Title I \$5,000 General Fund	4/28/11 – Translator in place and working on an hourly basis 1/31/12 – Translator in place and working on an hourly basis
6.10 Kindergarten Orientation to inform parents about curriculum and to offer suggestions for ways parents can prepare their child for the start of school.	Spring 2011 Spring 2012	Director of Curriculum	\$2,000 Instructional Services	4/28/11 – Scheduled for 6/2/11 Kindergarten Orientation occurred on 6/2/11 1/31/12 – Scheduled for 6/6/12
6.11 Individual schools will provide specific programs such as: • <u>Project Cornerstone</u> Project Cornerstone trains and mobilizes adults to intentionally work to develop healthy, caring, and responsible children and youth through programs that strengthen families, neighborhoods, communities, and schools, and by ensuring that the needs of young people are addressed in public policy. The following Project Cornerstone programs for parents will be implemented:	September 2010-June 2012 Schedule dependent on individual sites	Site Principals Director of Student Services, ELD Coordinator	\$30,000 General Fund Title I, \$20,000	4/28/11 – Offered at various sites throughout the district 1/31/12 – Offered at various sites throughout the district

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<ul style="list-style-type: none"> • <u>Los Dichos de la Casa</u> - Volunteers read bilingual Spanish-English books related to their cultural heritage and lead asset-building activities and discussions with the entire class. Volunteers will be trained by the site liaison to support English and EL reading through structured Spanish/English bilingual reading strategy support. • <u>ABC Parent Training</u> - CUSD sponsors training for parents to spend time in the classrooms of their child's elementary school using literacy to address issues like student to student respect and how to avoid being the victim of a bully, as well as values like honesty, caring, and responsibility. • <u>Taking Asset Building Personally Study Groups</u> - Six Spanish Parent Educators will be trained to conduct six-week sessions for parents that teach about supporting the developmental assets found to be the essential building blocks needed by young people to grow into healthy, caring and responsible adults. 				
6.12 CUSD will sponsor the Latino Family Literacy Project for sites that request the program. It is specifically designed to support parent literacy by showing parents how to become involved with their child's reading and how to spend quality time with their child.	Six week parent training, offered November 2010-December 2010 Spring dates: January 2011-May 2011	ELD Coordinator Principals	\$2,000 School Charter Block Grants	4/28/11 – Offered February 2011 at SOAKS
6.13 Parent Institute for Quality Education (PIQE)-CUSD will sponsor a twelve-week program at four sites designed to educate parents in how to motivate their child to go to college.	March 2011	ELD Coordinator, Site principals	\$12,0000 Site Block Grants	4/28/11 – RHMS hosted the program during the 2009-10 school year 1/31/12 – Not offered at this time

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
6.14 ALAS (Advancing Latino Achievement Success), College Going Culture – San José State University, National Hispanic Univ. regional conference promoting college for Latino school children and their families. CUSD students and their families will attend workshops on campus. Topics include academic skills, parental involvement, processes and pathways, health and wellness, college student life, and benefits of higher education.	April, 2012	Administrator of Special Programs	\$2,000 Title III for transportation, communication, extra time for community liaison	4/28/11 – Will be offered in 2012 1/31/12 – Will occur on 2/11/12
6.15 Even Start will continue to be offered to qualifying families to support local family literacy projects that integrate early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities for low-income families with parents who are eligible for services under the Adult Education and Family Literacy Act and their children - birth through age 7.	Classes provided daily September 2010-September 2012	Director, Pre-School	\$120,750 Title I, Part B	4/28/11 – Even Start continues to serve qualified families
6.16 College Nights at all middle schools will help parents to understand the requirements of college entry.	April-May, 2011	Administrator of Special Programs	\$1,000 Title I \$500 Title III for materials, interpreters for parents	4/28/11 – Event will occur in May 2011 Event occurred on 5/17/11 4/9/12 – Event will occur in May 2012
6.17 Middle School Parent Training in PowerSchool to improve parent access to online student data.	October 2010 and October 2011	District Community Liaison Middle School Administrators	\$100 Title I	4/28/11 – 25 parents completed training
Monitoring by Regional COE Lead				
7. If applicable, identify any changes to the Title III Immigrant Education Program.				

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
Not Applicable				
Monitoring by Regional COE Lead				

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
<p>100% of all of our district teachers meet the federal definition of highly qualified for No Child Left Behind (NCLB).</p> <p>100% of all teachers have the Cross Cultural and Academic Development (CLAD) certification to teach English Language Learners.</p> <p>The district currently has an updated 5 year professional development plan in place that is reviewed annually.</p> <p>Based on a needs assessment of professional development opportunities in Campbell Union School District, through surveys, committee member input, DAIT findings and feedback forms, the following additional areas were identified as strengths:</p> <ul style="list-style-type: none"> • GLAD training • Systematic ELD training • BoardMath training • Leveled Literacy Intervention training • Coaching to support core and supplemental (interventions) instruction 	<p>All professional development focused on standards-based practices will included examination of research-based practices for accelerating English Learners toward proficiency in English:</p> <p>Based on a needs assessment of professional development opportunities in Campbell Union School District, through surveys, committee member input, DAIT findings and feedback forms, the following additional areas were identified as areas of need:</p> <ul style="list-style-type: none"> • Common Core Standards • Integration of SWD into the general education setting • Administrator training • Additional interventions trainings <p><u>As recommended by the DAIT:</u> Teacher practice data will be collected to evaluate the implementation of programs, the impact of interventions, and continued need for professional development in those areas.</p>

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
<p>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 programs tied to the standards:</p> <p>The following professional development offerings support effective implementation and alignment of state standards, research-based pedagogy and assessments in reading/ELA and mathematics. The district has a five-year plan of professional development beginning in year one with teachers new to the district and focused on grade spans; K-2, 3-6, 7-8. Each tier of the PD plan provides more in-depth training on a specific program or strategy. Professional development offerings are driven by data- and evidence-based need. Differentiated ongoing trainings include:</p> <ul style="list-style-type: none"> • Training on district assessments • Training on core materials for Math, ELA and ELD • Training on intervention programs or strategies (example: Read 180/System 44, Leveled Literacy Intervention, RtI², etc.) • Technology • PD to support ELs <ul style="list-style-type: none"> ◦ GLAD ◦ Systematic ELD • Writer's Workshop • Algebra • Math Institute • Algebra Institute collaboration with SJSU/SCUSD with a focus on EL instruction • GATE Certification • RSP/SDC/Sherman Oaks trained to administer CELDT 	<p>Timeline: 2012-2014 School Years</p> <p>District and Site Administrators, Equity Coaches, Instructional Department, Special Education Department, Instructional Committees, Teachers</p>	<p>Contracts for Professional Development, Stipends for teacher attendance</p>	<p>\$750,000 per year</p>	<p>General Fund, Title II, Site Funding Sources</p>

<ul style="list-style-type: none"> • Differentiation strategies (and how to support ELs and SwDs in both ELA and math) • Guided Reading (and support for ELs and SwDs) • ExCEL Training (Response to Instruction) • Coaching (BTSA, A.L.L., Special Education) • PBIS • District Data System <p><u>As recommended by DAIT:</u></p> <ul style="list-style-type: none"> • The district will work to replicate the EL professional development model to support SwDs, in both the general education and special education settings, in all content areas. All teachers will be included in this professional development plan. • Professional development related to implementation of Common Core Standards, bridge materials, and performance based assessments will be a priority for all teachers, coaches and administrators. 				
<p>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:</p> <p>Professional Development is based on the following research:</p> <ul style="list-style-type: none"> • What Works Clearinghouse is used to review the independent analyses of programs, including but not limited to: <ul style="list-style-type: none"> ○ Rick Stiggins: Assessment for Learning ○ Bob Marzano: Classrooms That Work ○ Susana Dutro: Systematic ELD and Constructing Meaning ○ Sopris West: Step Up to Writing, Language! ○ Debra Pickering: Assessment and Grading That Works ○ Carol Ann Tomlinson: Differentiated Instruction ○ Sandra Kaplan: Depth and Complexity 	<p>2012-2014 School Years</p> <p>Instructional Department, Coaches, Site Administrators</p>	<p>Coaches</p> <p>Consultant Contracts</p> <p>Registration Fees, Books, Materials</p>	<p>See section 1</p> <p>See section 3.1</p> <p>\$1,000</p>	<p>See section 1</p> <p>See section 3.1</p> <p>Site funding sources</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>The focus of district professional development will be to sustain initial training tied towards Campbell's high leverage activities (HLAs: ELD, Coaching, and RtI²) and to continue training linked to multiple measures of assessments, textbook adoptions, and State significant subgroups.</p> <ul style="list-style-type: none"> • GLAD • Systematic ELD • General ed. teacher support for SwDs in math and ELA • All coaches will coach classroom teachers using A.L.L. observation tool for ELs • Develop systematic collection of teacher practice data within and across schools to identify professional development implementation effectiveness or need and for program evaluation • Continue to focus on teacher collaboration through STPT (Structured Teacher Planning Time), with a focus on using data to drive instruction • STPT will occur regularly with the PDSA (Plan Do Study Act) Framework as a guideline to evaluate instructional practices • Equity coaches will support the sites in their collaboration efforts and cycles of inquiry • Teachers will utilize ActivProgress (or similar data system) to input and analyze assessment data • Schools will use CAP, ROLA and Leveled Literacy assessments to track and monitor reading achievement in the primary grades • Sites will develop an annual plan of intervention activities (RtI²) based on assessment data 	<p>2012-2014 School Years</p> <p>District and site administrators, Equity Coaches, teachers</p>	<p>See section 3.1</p>	<p>See section 3.1</p>	<p>See section 3.1</p>

<ul style="list-style-type: none"> Assessment Administrator will lead and collaborate with the classroom teachers, site administrators, and Special Education department on using data to inform instruction Professional development database will be created to document teachers' professional development choices, needs, and implementation of concepts 				
<p>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:</p> <p>a. The district is the LEA for the BTSA South Bay Consortium that uses the California Standards for the Teaching Profession (CSTP) Continuum of Teaching Practice criteria to gather evidence of teacher effectiveness.</p> <p>b. All first and second year teachers receive weekly support in becoming highly qualified through the BTSA Support Providers.</p> <p>c. BTSA Formative Assessment tools, based on the CSTP, align with the district evaluation processes.</p> <p>d. BTSA teachers use the BTSA Cycle of Inquiry to develop their action research focus using the district as well as the BTSA professional development choice options around the CSTP, pedagogy, equity, and teaching EL learners and special needs students.</p> <p>e. A BTSA Education Specialist Teacher on Special Assignment/SpEquity Coach will work with special education BTSA teachers and Support Providers to provide professional development, formative assessment and coaching support for the Clear Education Specialist Credential Program.</p>	<p>Human Resources Instructional Department BTSA Coordinator BTSA Support Providers Site Administrators</p>	<p>a. No cost</p> <p>b. Salary, stipends, hourly rate for FTE and classroom Support Providers</p> <p>c-d. No cost</p> <p>e. BTSA, SpEquity Coach</p>	<p>a. N/A</p> <p>b and e. \$250,000</p> <p>c-d. N/A</p> <p>e. 1.0 F.T.E.</p>	<p>a. N/A</p> <p>b and e. BTSA</p> <p>c -d. N/A</p> <p>e. BTSA, General Fund</p>
<p>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:</p> <p>a. The district will assess professional development needs through the use of a PD Survey completed by teachers, analysis of student achievement data, and observation of practice completed by principals and district administrators.</p>	<p>a-b. Director, Curriculum and Instruction, Site Principals, Teachers</p>	<p>a-b. No cost</p>	<p>a-b. N/A</p>	<p>a-b. N/A</p>

<ul style="list-style-type: none"> b. Professional development will be provided in a variety of formats including, district-wide professional development days, site professional development, department/content area professional development, collaboration, and individual instructional coaching. c. All teachers (including special education teachers) will receive professional development in the implementation of core curriculum adoptions. d. Equity Coaches will provide site-specific professional development through the use of district-created Professional Development Modules (PoDules) to meet the needs of teachers at the site. PoDules cover such topics as ensuring language production, supporting students with disabilities in the mainstream classroom, differentiating with depth and complexity, effective use of language objectives, etc. e. District Literacy and Math Coaches will provide targeted professional development in their content areas including, guided reading, writing across the content areas, California Common Core Standards, BoardMath, supporting Language Learners in math, etc. f. After PD sessions, all participating teachers will complete a feedback form to assist in the planning for future professional development. g. The BTSA Consortium will design professional development to support the induction of new teachers in accordance with the CSTP. h. Teachers receive instructional coaching by an Equity Coach to support meeting the needs of Language Learners both in the ELD and SDAIE setting. This coaching may take place in grade level groups or as individuals. i. Instructional Coaching will follow the Look At Learning framework to ensure focus on the needs of Language Learners and equitable practices in all instructional settings. j. Principals will participate in professional development in district-supported initiatives (GLAD, Systematic ELD, BoardMath, A Look at Learning, etc.) in order that they can monitor teacher progress with these programs. 	<p>c-k. Instructional Department, BTSA, Coaches, Site Principals, Teachers</p>	<p>c-k. see section 3.1</p>	<p>c-k. see section 3.1</p>	<p>c-k. see section 3.1</p>
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<p>f. The Instructional Services Department considers the demographics at each site and disaggregated subgroup performance to deploy expertise, allocate resources, and provide support.</p> <ul style="list-style-type: none"> • District Math and Equity coaches are collaborating to conduct a sixth and seventh grade math PD session that infuses EL strategies with content expertise. • RSP/SDC/Sherman Oaks trained to administer CELDT and alternative assessment. • PD for principals will be provided through ongoing DLT meetings; required attendance at teacher trainings of district programs; follow-up coaching by Associate Superintendent and PLC partner work. • A SpEquity Coach will support teachers in their implementation of instructional programs and their use of the Rtl² Matrix to evaluate and select appropriate differentiated instruction and strategic intervention programs 	<p>f. Instructional Department, Coaches, Site Principals</p>	<p>f. see section 2.1</p>	<p>f. see section 2.1</p>	<p>f. see section 2.1</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>The district will</p> <ul style="list-style-type: none"> a. Provide targeted training on education management applications adopted by district, including improvement and expansion of the use of PowerSchool, ActivProgress (or its replacement) b. Utilize WEB IEP for Special Ed c. Utilize data system to monitor students' progress on RtI²/ SST process d. Continue and expand the iTeach program 	<p>Timeline: 2012-2014 school years</p> <p>Technology department, site representatives, vendors, site teachers and tech representatives</p>	<p>a-d. software licenses, computer maintenance, stipends, extended learning tools</p>	<p>a-d. \$120,000</p> <p>b-d. \$45,000</p>	<p>Technology budget, site budgets, general fund</p>
<p>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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> a. Teachers and students will have access to technology through teacher laptops, LCD projectors, document cameras, Webbooks, laptop carts, student labs, expanded wireless, iPads, and iPod touches. b. There will be continued and/or expanded implementation of computer assisted intervention programs to continue to decrease the number of students scoring below basic and far below basic. c. Teachers will use ActivProgress (or similar data system) to access and analyze data from a variety of assessments. d. Professional development will be provided regarding new strategies for classroom technology use. Teachers, administrators and school library personnel will be included in these trainings. 	<p>Timeline: 2012-2014 school years</p> <p>Site leadership, Tech Staff and Leadership, Classroom teachers</p>	<p>a-d. Network connectivity, computer repairs and maintenance, operating system updates, printing supplies.</p>	<p>a-d \$270,000</p>	<p>a-d. Site Budgets, grants, parent support groups, measure G</p>

<p>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:</p> <p>a. Input is gathered regarding professional development needs in the following ways:</p> <ul style="list-style-type: none"> • A district curriculum council meets monthly to review curriculum issues, make instructional decisions, and gather input. The district's 5-year professional development plan is reviewed by the council yearly. • District curriculum committees also exist for GATE, math, writing and health. During those committee meetings professional development ideas are solicited and shared with the Instructional Department. • A professional development survey was administered in March, 2012 for all teachers, administrators, and classified staff, as part of the strategic plan goals for increasing PD and collaboration. All survey results will be used to guide future professional development options. <p>b. Collaboration in the preparation of the LEA Plan took place in the following ways:</p> <ul style="list-style-type: none"> • School site councils (SSC) advise on the development of the SPSA and monitor implementation. They use the APS in order to determine site goals and needs. • The District Leadership Team (DLT) worked with consultants from the SCCOE in order to fill out the DAS and determine district needs and goals. • Input was also gathered from site ELACs and the DELAC. • The district's strategic plan committee met in December of 2011 with representatives from classified, teaching and administrative staff, along with community members, board members, and parents. 	<p>2012-2014 School Years</p> <p>a. District Curriculum Council and Instructional Department</p> <p>b. School site and district office staff, community and family members</p>	<p>a. No costs</p> <p>b. Consultant Fee from SCCOE, Strategic Plan Consultant Fee</p>	<p>a. N/A</p> <p>b. \$28,750</p>	<p>a. N/A</p> <p>b. PI Year 3 Funding, Superintendent's Budget</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> How the LEA will provide training to enable teachers to: <ul style="list-style-type: none"> 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. <p>c. The Special Education Department will provide training for special education teachers and staff to address the unique needs of SwDs. Professional development and training will include but is not limited to:</p> <ul style="list-style-type: none"> Developing pacing guides aligned to the CMA and CAPA Developing curriculum maps for current special education interventions Coaching with RSP staff on collaborating with general education staff on strategies for differentiating instruction across all content areas Writing IEP goals aligned to standards Ongoing coaching focused on the implementation and progress monitoring of sped interventions including but not limited to Language!, Orton-Gillingham, Read Well, and Leveled Literacy Behavioral training and classroom management techniques for special education staff which addresses student behavior and increasing student engagement Writing ELD goals for SwDs who are English Learners Providing parents with updates three times a year on their child's progress on goals and objectives Training with School Psychologists on developing Behavior Support Plans and Functional Academic Assessments 	<p>c. SpEquity Coach, Equity Coach, Special Education Task Force, Instructional Department, Director of Special Education, input from Special Education Staff</p>	<p>c. Contracted Professional Development, if needed</p>	<p>c. \$10,000</p>	<p>c. Title II Funds, Special Education Funds</p>

<p>d. Other specific student needs will be addressed in the following ways:</p> <ul style="list-style-type: none"> • GATE certification • Systematic ELD • GLAD • A.L.L. • Differentiation Strategies (Extension Menus, Depth and Complexity Icons, etc.) • PBIS • Project Cornerstone • Coaching (Equity Coaches, Literacy and Math Coaches, SpEquity Coach) • Classroom Management strategies 	<p>d. Instructional Department, Special Education Department, Site Principals, Coaches, Teachers</p>	<p>d. see section 3.1</p>	<p>d. see section 3.1</p>	<p>d. see section 3.1</p>
<p>e. The District English Learner Advisory Committee and the Community Liaisons function as district liaisons and provide resources to parents. These liaisons help parents:</p> <ul style="list-style-type: none"> • Understand the ELD plan, program, and goals for their students • Identify the number of English Learners at each site and in the district • Look at their needs and/or the needs of their students. Classes, workshops, and/or resources are then provided to the parents to meet those needs • Understand that good attendance impacts students' academic growth 	<p>e. ELD Department, Instructional Department</p>	<p>e. No cost</p>	<p>e. N/A</p>	<p>e. N/A</p>
<p>f. Training for data and assessments to improve classroom practice and student learning will be supported in the following ways:</p> <ul style="list-style-type: none"> • Training in ActivProgress (or similar data system) • Coaching and teacher collaboration during STPT • Professional development sessions regarding technology and data warehouse systems 	<p>f. Instructional Department, Technology Department, Teachers</p>	<p>f. see section 3.1</p>	<p>f. see section 3.1</p>	<p>f. see section 3.1</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All CUSD teachers are CLAD certified. The district teacher contract requires a commitment to complete requirements to meet the federal definition of “highly qualified.”</p>	Teachers	No cost	N/A	N/A
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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
<p>Communication:</p> <ol style="list-style-type: none"> 1. Campbell Union School District (CUSD) updates and distributes a Parent-Student District Handbook each school year. The handbook communicates the CUSD Code of Conduct, student expectations, suspension and expulsion information, recommended order of discipline, disciplinary procedures and definitions, sexual harassment, due process, bus conduct, attendance and SARB process, visitors on campus, tobacco cessation and resources, tobacco-free campuses, Independent Studies, Parent Rights, and emergency procedure information. Parents are asked to review the contents with their child and both the parent and child sign and return a "Receipt of Parent Notices" to the school. 2. CUSD, parents and students agree to and sign a CUSD District Compact. The District Compact contains agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. 3. Each school site updates and distributes a site Parent-Student Handbook. The handbook communicates site specific and district information concerning dress code, rules, discipline, safety procedures, Positive Behavior Intervention and Support (PBIS), Zero Tolerance Policy and attendance. 4. A CUSD monthly newsletter is sent to all families with district updates, policies, and other important information. Site newsletters are sent twice each month, to all families, with site specific information. 5. An automated voice message system is used to contact all families in the event of an urgent situation. 6. A district website is regularly updated and maintained to provide families with district information, policies, and contact information. 	<ol style="list-style-type: none"> 1. Need for coaching support and training for Tier 2 & 3 PBIS intervention teams around analysis of student behavior, developing appropriate interventions, and effective ways to monitor behavior plans. 2. Continued coaching support for PBIS Tier 1 teams and training for new administrators and PBIS team members. 3. Site ICS emergency handbooks need to be updated: Incident Commander, Operations Chief, Planning Chief, and Logistics Chief. 4. Continue the partnership with El Camino Hospital as we are demonstrating improved student attendance and providing health information and improved health care to our neediest families. 5. EMQFF-We want to expand this partnership but are dependent on the capacity of EMQFF and the limitation of eligibility to MediCal recipients. 6. YMCA Counseling: Because these are interns, the school generally only has the person for a year or two at the most. This prohibits the counselor from integrating effectively into the larger school community. Consistency of the provider and more days, a minimum of two days per week per site, would provide much needed support for our students. 7. Technology: Need to develop a scope and sequence for teaching appropriate technology use/safety at specific grade levels. 8. Expand parent involvement to all sites and increase the options for types of classes that will meet site specific needs. 9. Maintain SIA program, partnership with the Santa Clara District Attorney's Office, and CUSD Attendance and Welfare administrator as a means of supporting students and their families who have truancy issues.

Attendance:

1. CUSD partners with School Innovations & Advocacy (SIA) to implement an automated attendance and truancy system and provide professional development for staff on ways to improve student attendance. The system generates a list of students who are considered truant pursuant Education Codes 48260-48263 every two weeks. The list is reviewed within 48 hours by the site administrator and letters sent to parents. Any parent receiving a second truancy letter meets with the site administrator or counselor and interventions are determined. These meetings are held every two weeks. Five times each year CUSD holds District Attorney Mediation meetings for families who receive a third letter. At the conclusion of these meetings attendance contracts are signed by the parent and student. An attendance and welfare liaison works with the parents of students who continue to have unexcused absences prior to referring the child/family to the District Attorney for prosecution.
2. Three elementary sites implement the Student High Attendance Rewards Program (SHARP). This is a positive motivational program that helps improve attendance and reduce tardiness.
3. CUSD 2010-11 attendance was 96.5% up .28% from the 2009-10 school year.

Safety & Emergency Response:

1. Each school site and the District Office have an Emergency Preparedness Plan which reflects that site's unique needs. The plan is aligned with the Incident Command System (ICS) which local and state emergency responders use. The plan outlines actions and identifies the site's Crisis Intervention Team. The District Office and each site conduct practice drills throughout the year using the ICS.
2. Each school site has developed a Comprehensive School Safety Plan which addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. Each sites' plan is relevant to the needs and resources of that particular school.
3. To promote school safety, our school sites are gated and kept secure during school hours. Visitors must enter and check-in through the school office. All CUSD

10. The Extensions Department plans on expanding the Wednesday workshops to more days, course options, and adding the Kahn Academy academic math program.
11. Expand preschool to all elementary sites.
12. Provide childcare at our parent education offerings.
13. PBIS Tier 1 at Rolling Hills and Village will roll out with full implementation beginning August 2012.

<p>employees are required to wear CUSD issued photo ID badges.</p> <ol style="list-style-type: none"> 4. All middle schools and the PBIS coach partner with the City of San Jose "Safe Schools Program" to provide interventions for at-risk youth. 5. In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites implement the Positive Behavior Interventions and Support (PBIS) framework. <ul style="list-style-type: none"> • All sites have predictable and positively stated school-wide expectations. • All sites have classroom and common area lesson plans which are linked to the school-wide expectations and are taught to all students within the first three weeks of school and re-taught throughout the year. • All sites have a PBIS team which meets monthly to review behavior data, refer students to the Tier 2 or 3 intervention teams, plan and deliver professional development to staff, share behavior data with staff throughout the year, develop school-wide behavior systems and supports, develop yearly action plans, and monitor implementation of action plans. • A CUSD PBIS coach works with all site PBIS teams to assure fidelity of implementation. • CUSD provides training to PBIS teams through the SCCOE, coaching, and district-wide professional development. • All middle schools and three elementary schools have counseling services. Counselors provide interventions both academically and behaviorally. All counselors are part of the PBIS teams. Counselors provide information, cessation instruction, resources and interventions for students using alcohol, tobacco, and other drugs. • All CUSD psychologists and counselors are trained in developing behavior support plans, provide increased support for students socially, emotionally, and psychologically. Both participate on the Tier 3 intervention teams. • School sites use the School-Wide Information System (SWIS). SWIS is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions. SWIS 	
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<p>generates reports that give school personnel the capacity to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.</p> <ul style="list-style-type: none"> • Lynhaven School received the Santa Clara County Hoffman Award in 2011 for their work in PBIS. <p><u>Health, Welfare, and Nutrition:</u></p> <ol style="list-style-type: none"> 1. CUSD employs a bilingual retired administrator to provide attendance and student welfare support to families. Site administrators and office staff communicate specific family needs and contact information. 2. CUSD partners with El Camino Hospital in providing health care support for our students and their families. This partnership provides two full time credentialed nurses for the district. One nurse functions in a district-wide capacity and the other splits her time between two Title I schools: Lynhaven and Blackford. The following is a list of support provided by the district-wide nurse: <ul style="list-style-type: none"> • Increased insurance enrollment for uninsured students. • Provide community resource list to CUSD families. • Provide parent outreach and health information-specifically supporting parents of asthmatic and diabetic students. • Perform health office audits to assure that health care plans and appropriate supports are being provided. • Provide dental screening for students at all preschool and elementary sites. • Provide CPR training for staff at all 12 sites. • Support asthmatic students to increase attendance. • Monitor all students with more than 10% absences; assure families have adequate health care aimed at increasing attendance. • Follow up on all mandated screening (hearing and vision) to assure student(s) 	
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<p>receive appropriate follow up, such as glasses.</p> <p>The following is a list of support provided at Lynhaven and Blackford by the nurse:</p> <ul style="list-style-type: none"> • Will reduce absenteeism rates by 2%. • Provides training to promote positive health for the children through classroom and assembly presentations and through partnerships with outside agencies. • Case manages all students with asthma, diabetes, and other health needs. • Attends parent meetings, such as PTA, School Site Council, etc. to promote positive health for students and families. • Works as a liaison with other support agencies for the families at these two sites, such as Catholic Charities, food banks, and free vision care. <p>3. CUSD partners with Eastfield Ming-Quong Families First (EMQFF) at Rosemary, Castlemont, Lynhaven, Capri and Campbell Middle School, which provides mental health support for qualified (MediCal recipients) students.</p> <ul style="list-style-type: none"> • Provide therapy for qualified (MediCal recipients) students individually, for the family and through a consultation model. • Provide support at the school site as well as in the home as needed using PBIS, Trauma-Focused Cognitive Behavior Therapy (TF-CBT), and Therapeutic Behavioral Services, and Functional Behavioral Assessment Observations. • Monitor the effectiveness of the support being provided to students • Team meets bimonthly to review student data to assure success and makes adjustments and revisions to support and systems as needed. <p>4. All sites have health clerks that work under the supervision of five district nurses. They provide health related services for students, ensure that consistent and effective health care procedures are followed so that needs of all students with chronic conditions are met. Health Clerks along with other office staff receive monthly training in health and safety.</p> <p>5. Farmer's Market Program: To address obesity and diabetes issues, CUSD has two Farmer's Market Programs.</p> <ul style="list-style-type: none"> • Farmer's Market on Campus is a fun and festive program that exposes students to new, healthy food choices for students and their families. Students are given a 	
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<p>brief lesson on the produce provided and then given “school bucks” to purchase the organic produce provided.</p> <ul style="list-style-type: none"> • The Farmer's Market program happens twice each year at every elementary school. All elementary classes participate, including pre-school. • CUSD provides a salad bar at each school site as part of the lunch program. Fruits and vegetables are featured to correlate with the Farmer's Market. • CUSD is currently planning a district kitchen that will allow CUSD to have more control over healthy food options offered to our students. <p>6. CUSD partners with the YMCA:</p> <ul style="list-style-type: none"> • YMCA provides CUSD with 13 days of intern counselors at Blackford, Capri, Castlemont, Rosemary, Marshall Lane and Village. This is a low cost solution to our counseling needs. One six hour day per week for the school year is \$8500. • Project Cornerstone: Provides programs for engaging parents and students as Asset Builders. • Forest Hill and Lynhaven have both received the “Caring School Climate” award from Project Cornerstone. <p><u>Extensions:</u></p> <ul style="list-style-type: none"> • The CUSD Extensions Department offers a variety of age appropriate activities and programs that take place outside the instructional day and school year (holiday weeks, summer, extended day): <ul style="list-style-type: none"> ◦ CampbellCare: CUSD offers on-site childcare at nine sites serving 500 children each year. CampbellCare offers homework assistance, a comprehensive Fit for Learning program, structured interest-based enrichment clubs, and supervised free choice time. The goals of the program are to build assets and develop strong relationships with the children and families they serve. ◦ School Enrichment Wednesday workshops at all schools are provided offering a wide-range of enrichment programs. Choir, chess, art, science, drama (full production plays at all sites) and sports (basketball, volleyball, track, soccer, wrestling, flag football). These programs serve roughly 700 students each year. 	
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<ul style="list-style-type: none"> ◦ Summer Program: CampbellCare, Drama Productions for ages 5-14, a four-week enrichment program with a variety of course offerings, volleyball clinics, Weekly Pre-School Discover Camps, A Kindergarten Readiness Academy, and a host of low-income programs are offered due to supplemental funding we receive through the After School Education and Safety (ASES) grant. During the summer months CUSD serves roughly 450 students in the drama program and 300-400 children in the other programs. ◦ Preschool: CUSD preschools are located at six elementary sites. We serve a total of 300 children in 10 preschool classrooms. Rosemary school has a toddler classroom and the other nine classrooms serve 3-5 year olds. All of our preschool teachers have been trained in both Pre-K Guided Language Acquisition Design (GLAD) and Center for Social Emotional Foundations of Early Learning (CSEFEL). Parenting classes are offered to all parents and the majority of families participate in the preschool classrooms. • <u>Academic Support</u>: Six sites are funded through the After School Education and Safety (ASES) grant. The program is mandatory 180 days per year and begins immediately after the school day ends until 6 PM. Academic intervention is in either English Language Arts or Math. In addition, programs offer physical fitness, nutrition, enrichment, asset development, student choice, service learning, career explorations, and field trips. <p>Parent Education:</p> <ul style="list-style-type: none"> • Asset Champion Training (ACT): In a six week study group participants learn about the eight categories of developmental assets; examine and reflect upon their opportunities to build assets with children, as well as develop new skills to be more intentional asset builders with all children. • Parent Project Junior: CUSD collaborates with the SCCOE to offer this class to all families in CUSD. The class focuses on giving parents strategies for dealing with difficult children both at home and at school. • Active Parenting: CUSD collaborates with the SCCOE to offer this class to all families in CUSD. This course provides strategies and practice for both at home and school 	
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personalized to meet the participants' specific needs.

- CUSD has five Community Liaisons trained in providing Parent Project Junior and Active Parenting classes. Project Cornerstone provides Asset Champion Training.
- The University of California, Cooperative Extension of Santa Clara County offers free nutrition and money management classes in CUSD. Topics include meal plans, labels, saving money and more. Classes are two hours in length and childcare is provided.
- Each year CUSD partners with the San Jose Police Department to offer an Internet Safety class provide to all families in CUSD.

Student Study Teams:

1. CUSD has a documented RtI² process and has provided professional development to all certificated staff on identification of students at risk and the implementation of a Student Study Team (SST) process and intervention supports for all students.

Data Collection:

1. CUSD conducts an annual perception survey. Students, parents and staff participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the Future.
2. CUSD 4th, 5th, and 7th grade students participate in an opt-in Silicon Valley Youth Survey. This survey assesses the levels of developmental assets students possess.

School sites use the School-Wide Information System (SWIS). PBIS teams meet each month to analyze data and make recommendations to PBIS intervention Tier 2 and 3 teams.

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
<ol style="list-style-type: none"> 1. All staff members are trained annually in child abuse and neglect reporting procedures. 2. All staff members are trained annually in the District's Sexual Harassment and Hate Crime reporting procedures. 3. CUSD partners with local fire, police and sheriff departments on ICS procedures, training, and practice drills. All staff are trained annually on ICS procedures. 4. CUSD provides 2861 free and 478 reduced lunches, at all sites, each day. A breakfast program is available at one site and serves an average of 135 students. 5. CUSD provides two "Farmer's Market" programs at all elementary school sites, serving approximately 5200 students. 6. CUSD partners with YMCA/Project Cornerstone to conduct a survey assessing student's levels of Developmental Assets. Based on survey results, site specific needs are determined and schools participate in student and parent programs provided by Project Cornerstone which promote Developmental Assets. 7. CUSD partners with El Camino Hospital in providing health care support for our students and their families. This partnership provides two full time credentialed nurses for the district. One of them functions in a district-wide capacity and other splits her time between two Title I Schools: Lynhaven and Blackford. 8. CUSD partners with Eastfield Ming-Quong Families First (EMQFF) at Rosemary, Castlemont, Lynhaven, Capri and Campbell Middle School, which allows the provision of mental health support for qualified (MediCal recipients) students: <ul style="list-style-type: none"> • Provide therapy for qualified (MediCal recipients) students individually, for the family and through a consultation model • Provide support at the school site as well as in the home as needed using PBIS, Trauma-Focused Cognitive Behavior Therapy (TF-CBT) and Therapeutic Behavioral Services and Functional Behavioral Assessment Observations • Monitor the effectiveness of the support being provided to students • Review student data bimonthly to assure success and makes adjustments and revisions to support and systems as needed 9. In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites implement the Positive Behavior Interventions and Support (PBIS) framework. 10. Counseling services: <ul style="list-style-type: none"> • Campbell Middle, Monroe Middle, Rolling Hills Middle, Community Day School, Lynhaven, Castlemont, and Blackford all have CUSD employed counselors • YMCA provides CUSD with 13 days of intern counselors at Blackford, Capri, Castlemont, Rosemary, Marshall Lane and Village. This is a low cost solution to our counseling needs. One six hour day per week for the school year is \$8500. 11. CUSD partners with San Jose Police department to provide "Safe Schools" interventions for at-risk youth and an annual Internet Safety Class for parents. 12. CUSD partners with School Innovations & Advocacy (SIA) to implement an automated attendance truancy system and provide professional development for staff on ways to improve student attendance. 13. CUSD holds SARB meetings and mediation meetings with the Santa Clara District Attorney for families who receive a third truancy letter. <p>CUSD has Health Clerks at all school sites. They provide health related services for students, ensure consistent and effective health care procedures are followed so that students' daily medical needs are met. Health Clerks along with other office staff receive monthly training in health and safety.</p>

CUSD CODE OF CONDUCT: Expected Student Behavior

As required by Education Code Section 32592.5, the Governing Board shall prescribe rules not inconsistent with law or the rules prescribed by the State Board of Education, for the government and discipline of schools under its jurisdiction.

Campbell Union School District encourages positive discipline that focuses on firmness with dignity and respect. This philosophy teaches students self-discipline, responsibility, cooperation and problem-solving skills.

Campbell Union School District students are expected to respect themselves, others, and their property. However, students should be aware of possible consequences of inappropriate behavior. Disciplinary action taken by school officials is a direct consequence of unacceptable behavior by a student.

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, expelled, and/or arrested as the laws are applied.

All students shall comply with the regulations, pursue the required courses of study, and submit to the authority of teacher of the schools. (Education Code Section 48908)

Participation/attendance at extra-curricular activities is considered part of the educational program. Participants/Spectators carry responsibilities as representatives of their schools and communities. All rules of student conduct also apply to extra-curricular activities.

The Governing Board may enforce the provisions of Education Code Section 48900 by suspending or expelling a student who refuses or neglects to obey any rules prescribed to that section.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district.

We sincerely ask that parents join the Campbell Union School District staff in providing the examples and support necessary to assist students in achieving a productive school life and experiencing personal pride, a sense of accomplishment, satisfaction, and harmony in their lives.

Enacted pursuant to AB 1649, June 1987

Reviewed by the Governing Board – August 1991

Reviewed and revised by the Governing Board – June 1998; June 2004

CODE OF CONDUCT: Procedures for Suspension and Expulsion

Administrative suspensions shall be initiated according to the following procedures:

1. Suspension shall be preceded by an informal conference with student and principal or designee of the principal and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her. The student will be allowed the opportunity to present his/her version and evidence in his/her defense. This conference may be omitted if the principal or designee determines that an "emergency situation" exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.
2. All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.
3. At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student.

4. Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.
5. A student may be suspended from school for not more than 20 school days in any school year, unless for the purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or a continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days does not apply when the suspension is extended pending an expulsion.
6. A suspended student may be required to complete and receive credit for assignments and tests missed during the suspension, as provided by the teacher.
7. A suspended student must remain under parent supervision and cannot be on any school campus or attend school activities for the duration of the suspension. This does not include In-School Suspension.

CODE OF CONDUCT: Administrative Expulsion

The following is a general outline of expulsion procedures:

1. The principal submits a written recommendation to expel the student to the Superintendent. When expulsion is being considered, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision in the matter. Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
2. The student and student's parent/guardian shall be entitled to a hearing to determine whether the student should be expelled. An expulsion hearing will be held within 30 school days after the date the principal determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. Written notice of the hearing will be forwarded to the student and student's parent/guardian at least ten days prior to the date of the hearing.
3. An administrative panel will conduct a hearing to consider expulsion in a session closed to the public unless the student or student's parent/guardian requests that the hearing be public.
4. The final action to expel will be taken by the Governing Board at a public meeting within ten school days following the conclusion of the Administrative Panel hearing. If the Governing Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.
5. Written notice of the decision to expel shall be sent to the student and parent/guardian and shall include notice of the right to appeal such expulsion to the County Board of Education.
 - Please refer to Campbell Union School District Board Policy 5144.1 for additional information regarding suspension and expulsion procedures.
 - Please refer to Campbell Union School District Board Policy 5144.2 for additional information regarding suspension and expulsion/due process (Students with Disabilities).

CODE OF CONDUCT: Student Expectations for Behavior

Campbell Union School District students are expected to **respect themselves, others, and their property**. Therefore students should be aware of possible consequences of their behavior.

Students who exhibit problem behavior will be subject to disciplinary action by school officials. Depending upon the behavior, one or more of the following actions may be taken by school officials. The action taken will be in compliance with Board policy and State law.

The following information is intended to present our school rules and regulations clearly. Please read this carefully. All students are expected to understand and follow these guidelines. Students found to have committed the acts listed under the column **BEHAVIOR** can expect to be assigned any of the consequences under the column, **POSSIBLE ACTION**.

It should be noted that there might be degrees of severity and/or previous patterns of behavior that will influence the actions. The school administrator will use his or her discretion in determining those consequences.

The **Guidelines for Student Behavior**, on the following page, lists the possible action that may be taken in relation to behavior that violates the **Code of Conduct**.

Education Code limits the total number of days that a student may be suspended to five (5) days for each disciplinary action.

GUIDELINES FOR STUDENT BEHAVIOR

BEHAVIOR	POSSIBLE ACTION
Assault or battery on school employee	Suspension, expulsion
Defiance of authority	Conference, detention, parent involvement, suspension
Disorderly conduct	Conference, suspension, parent involvement
Dress code violation	Conference, detention, suspension, parent involvement
Forgery	Parent involvement, suspension
Harassed, threatened, or intimidated complaining witness	Suspension, expulsion
Hostile environment—Creating a hostile school environment	Suspension, expulsion
Injury—Causing serious physical injury to another	Suspension, expulsion
Physical assault or battery	Suspension, expulsion
Possession of any controlled substance	Suspension, expulsion
Possession of any knife, explosive, or other dangerous object	Suspension, expulsion
Possession of weapon, imitation firearm, or other dangerous object, including knife	Suspension, expulsion
Possession or sale of drugs, alcohol or look-alike substances	Suspension, expulsion

BEHAVIOR	POSSIBLE ACTION
Possession or use of firecrackers, explosive devices	Suspension, expulsion
Profanity, vulgarities, obscene words/gestures	Conference, suspension
Robbery, extortion	Suspension, expulsion
Setting fire, arson	Suspension, expulsion
Sexual harassment (grades 4 through 8)	Conference, suspension, expulsion
Smoking, possession of tobacco, tobacco products	Parent involvement, suspension
Tardiness/Unexcused Absence	Conference, detention, parent involvement, SARB
Terroristic threats	Suspension, expulsion
Theft	Parent involvement, suspension, expulsion
Threats, intimidation, fighting, bullying, cyber-bullying, harassment	Conference, detention, suspension, expulsion
Vandalism, destruction of property	Parent involvement, suspension, expulsion, restitution
Verbal and physical abuse	Conference, suspension
Violence—Caused, attempted to cause, participated in act of hate violence	Suspension, expulsion

CODE OF CONDUCT: Recommended Order of Discipline

The procedure listed below is a general guide of the order in which disciplinary action is taken. The nature of the disciplinary problem may alter the sequence of items.

1. Documented routine classroom control procedures
2. Documented teacher-student conference
3. Documented teacher-parent conference
4. Referral to principal. (Principal or designee shall determine developmentally appropriate, progressive discipline.)
5. Referral to each school Student Study Team comprised of administrator, teacher(s), special education representative, and others as necessary
6. Suspension
7. Expulsion

Disciplinary Procedures

The law requires the Board to review and take a position on certain disciplinary procedures. Accordingly, the Board authorizes the use of the following procedures:

1. **Use of Detention:** Students may be detained in school for disciplinary or other reasons for up to one hour after the close of the maximum school day.
2. **Use of Recess or Break Time:** A teacher may restrict, for disciplinary purposes, the time a student is allowed for recess providing the student's physical needs are met. Discipline is related to behavior that is disruptive; it is not directly related to academic performance, i.e. incomplete work, etc. A teacher may suggest that a student use recess or noontime intermission for a student-determined study session.
3. **Restriction of Activities:** The school has the right to restrict a student from extra-curricular and/or special events.
4. **Use of Physical Restraints:** Teachers are required to hold students strictly accountable for their conduct on the way to and from school, on the playgrounds, and during recess, and are not criminally liable for exercising the same degree of physical control over a student that a parent would be legally privileged to exercise in order to maintain order, protect property, or protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning. A staff member shall physically control a child only to the extent necessary to protect the child, other students, the staff member, and other staff members.

CODE OF CONDUCT: Definition of Possible Disciplinary Actions

Conference – A formal conference is held between the student and one or more school officials. During this conference the student must agree to correct his/her behavior. This is recorded in the administrative record.

Detention – Students may be detained in school for disciplinary or other reasons for a maximum of one hour after the close of the school day.

Expulsion – The student is informed that he/she is subject to expulsion. The student is also informed regarding the due-process procedure. The student's parent/guardian is notified that the student is subject to expulsion. Notification to the parent/guardian must include clear instructions regarding the due-process procedure. The Superintendent will recommend to the Governing Board that the student should be expelled. The due-process procedure is immediately initiated. The expulsion does not become effective until the due-process procedures have been completed. This is recorded in the student file.

In-School Suspension – A student may be assigned to an in-school suspension program at the discretion of the principal or designee for offenses for which suspension is permitted. The student's parent/guardian is notified by telephone that the student is subject to a suspension. Notification to the parent/guardian must include clear instructions regarding the due process procedure. This is recorded in the student record.

Parent Involvement – Parent/guardians are notified by telephone, personal contact, letter or certified letter. A conference may be conducted between the student, his/her parent/guardian, appropriate school personnel and any other individuals concerned. This is recorded in administrative record. A student performance contract may be used.

Pre-suspension Alternatives – As an alternative to suspending a student from the classroom, the student may be assigned to an advisement teacher, a student assistance program, or the student may lose a privilege, an extra-curricular activity, or be requested to provide school service.

SARB – School Attendance Review Board. The SARB enforces compulsory education laws. It is comprised of parents, representatives from the school district and members of the community at large, including representatives from law enforcement, welfare, probation, mental health, various youth service agencies and the district attorney's office (membership identified in Education Code 48321). The SARB recommends alternative solutions to alleviate circumstances that contribute to truancy, attendance or behavior problems.

Suspension – The student is informed that he/she is subject to suspension (five days or less). The student is also informed regarding the due process procedure. The student's parent/guardian is notified by telephone that the student is subject to a suspension. Notification to the parent/guardian must include clear instructions regarding the due process procedure. This is recorded in the student record.

Revised 5/98; 7/04; 6/07

Expected Behavior

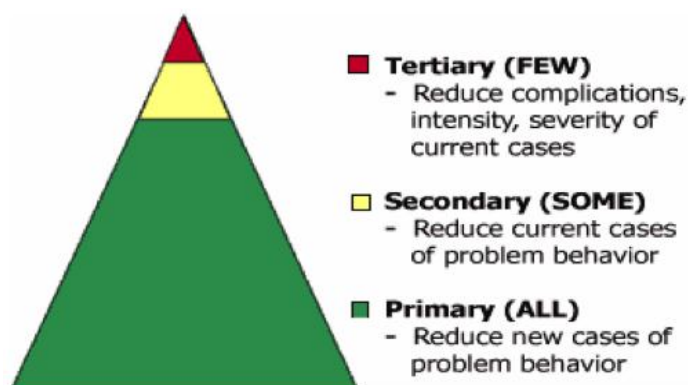
In order to provide an effective learning environment for all students, staff works in collaboration with students and parents to provide a predictable, positive, safe, and consistent school environment.

Students who engage in inappropriate or disruptive behavior, fail to follow classroom or school rules, or refuse to abide by the directions of school officials while at school will be subject to disciplinary actions by their teachers and/or school administration.

Students who harass, bully, or otherwise intimidate other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion.

Positive Behavior Intervention System (PBIS)

CUSD has developed a systems approach to establishing the positive social culture and behavioral supports needed to support an effective learning environment for all students. We have a three-tiered approach:



ALL Students-Primary

Consistent expectations
 Consistent school wide lesson plans-common areas
 Common understanding-Major/Minor behaviors
 Consistent Referral Process
 Positive Environment-Regular Recognition

Secondary and Tertiary

Individualized Behavior Plans (tiered approach)

Intervention Team

Possible Student Study Team

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Zero tolerance requires a mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive. (Education Code [48915](#))

In addition, the Campbell Union School District has adopted countywide Zero-Tolerance Policy in conjunction with our local law enforcement agencies. This policy states that weapons are not tolerated on any school district campus. We will report any student who breaches this policy to the appropriate law enforcement agency. The student is then subject to disciplinary action up to and including expulsion from the district.

State law expressly prohibits firecrackers, knives, firearms or imitation firearm, weapons or other dangerous objects, tobacco, alcohol and other controlled substances from school grounds. Possession of any of these items will lead to disciplinary action, including suspension and/or expulsion.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

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
<p><u>Suspensions and Expulsions:</u></p> <ul style="list-style-type: none"> • CUSD suspension rate 2010-11 7.4% • CUSD expulsion rate 2010-11 .1% • 4 out of 547 total suspension were for tobacco • 28 out of 547 total suspension were for alcohol and other drugs (primarily marijuana) <p><u>Community Day School (CDS):</u></p> <p>In order to provide students who have been expelled for serious infractions a high-quality intervention program CUSD has its own CDS. A teacher, an educational associate, and a .2 FTE counselor work with students to provide intensive academic and social interventions and support.</p> <p><u>Violence Prevention and Intervention:</u></p> <ol style="list-style-type: none"> 1. Each school site has developed a Comprehensive School Safety Plan which addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. Each site plan is relevant to the needs and resources of that particular school (AODV). 2. All middle schools partner with the City of San Jose Safe School program to provide interventions for at-risk youth (ATODV). 3. In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites implement the Positive Behavior Interventions and Support (PBIS) framework (ATODV). <ul style="list-style-type: none"> • All sites have predictable and positively stated school-wide expectations. • All sites have classroom and common area lesson plans which are linked to the school-wide expectations and are taught to all students within the first three weeks of school and re-taught throughout the year. • All sites have a PBIS team which meets monthly to review behavior data, refer students to the Tier 2 or 3 intervention teams, plan and deliver professional development to staff, share behavior data with staff throughout the year, develop school-wide behavior systems and supports, 	<p><u>Violence Prevention and Intervention:</u></p> <ol style="list-style-type: none"> 1. Suspensions <ul style="list-style-type: none"> • 68% were male students with a CUSD population of 53.5% male • 53% were Hispanic students with a CUSD population of 45% Hispanic • 12.1% were students with disabilities with a CUSD population of 7.5% students with disabilities • CUSD needs to assess current needs for professional development for staff in meeting the needs of Hispanic students, male students, and students with disabilities. 2. Need for coaching support and training for Tier 2 & 3 PBIS intervention teams around analysis of student behavior, developing appropriate interventions, and effective ways to monitor behavior plans. 3. PBIS Tier 1 at Rolling Hills and Village will roll out with full implementation beginning August 2012. 4. Continued coaching support for PBIS Tier 1 teams and training for new administrators and PBIS team members. 5. Need for further implementation of the Science-Based program-Second Step. <p><u>Alcohol, Tobacco, & Other Drugs:</u></p> <ol style="list-style-type: none"> 1. CUSD 5th & 7th grade students outperformed California 5th & 7th grade students in all ATODV performance measures based on the California Health Kids Survey, however, there is a need for a Science-Based program in the middle schools.

<p>develop yearly action plans, and monitor implementation of action plans.</p> <ul style="list-style-type: none"> • A CUSD PBIS coach works with all site PBIS teams to assure fidelity of implementation. • CUSD provides training to PBIS teams through the SCCOE, coaching, and district-wide professional development. • All middle schools and three elementary schools have counseling services. Counselors provide interventions both academically and behaviorally. All counselors are part of the PBIS teams. Counselors provide information, cessation instruction, resources and interventions for students using alcohol, tobacco, and other drugs. • All CUSD psychologists and counselors are trained in developing behavior support plans and provide increased support for students socially, emotionally, and psychologically. Both participate on the Tier 3 intervention teams. • School sites use the School-Wide Information System (SWIS). SWIS is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions. SWIS generates reports that give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements. <p><u>Data Collection:</u></p> <ol style="list-style-type: none"> 1. CUSD conducts an annual perception survey. Students, parents and staff participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the Future. 2. CUSD 4th, 5th, and 7th grade students participate in an opt-in Silicon Valley Youth Survey. This survey assesses the levels of developmental assets students possess. 	
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3. School sites use the School-Wide Information System (SWIS). PBIS teams meet each month to analyze data and make recommendations to PBIS intervention Tier 2 and 3 teams.

2009-10 California Health Kids Survey Results:

1. 5th grade: 522 of the 733 surveys taken were considered reliable and scored. CUSD 5th grade students outperformed California State-wide 5th grade students in all ATODV Performance Measures and Protective Factors Performance Measures.
2. 7th grade: 605 of the 685 surveys taken were considered reliable and scored. CUSD 7th grade students outperformed California State-wide 7th grade students in all ATODV performance measures and Protective Factors Performance Measures.

Health and Welfare:

1. CUSD employs a bilingual retired administrator to provide attendance and student welfare support to families. Site administrators and office staff communicate specific family needs and contact information.

CUSD employs five District Nurses. Administration, Counselors, and staff work closely to provide health related supports to students and their families.

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: October 2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th - 2% 7 th - 4%	5 th - 1% 7 th - 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th - 2%	7 th - 1%
The percentage of students that have used marijuana will decrease biennially by:	5 th - 0% 7 th - 5%	5 th - 0% 7 th - 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th - 9%	7 th - 1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th - 3%	7 th - 1%
The percentage of students that feel very safe at school will increase biennially by: Note: 5 th grade: 82% of students report feeling safe all or most of the time at school. 7 th grade: 65% of students feel safe or very safe at school. 28% have no opinion.	5 th - 53% 7 th - 19%	5 th - 1% 7 th - 1%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th - 24%	7 th - 1%

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.</p> <p>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.</p>	<p>2010-2011 17.3%</p>	<p>2011-2012 16.3%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: October 2009</p> <p>Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th - 60% 7th - 35%</p>	<p>5th - 1% 7th - 1%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th - 63% 7th - 56%</p>	<p>5th - 1% 7th - 1%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th - 20% 7th - 17%</p>	<p>5th - 1% 7th - 1%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th - 64% 7th - 56%</p>	<p>5th - 1% 7th - 1%</p>

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 Developmental Assets Nine Assets Associated with School Success Performance Measures Silicon Valley Youth Survey- Search Institute (Process to Collect Data)	Baseline Data	Performance Indicator Goal
<p>Silicon Valley Youth Survey-Search Institute-An opt-in survey conducted every five years for 4th-5th-6th grade students. The Search Institute provided standardized administration procedures for each teacher. To ensure complete student anonymity, no names or identification numbers were used.</p> <p><u>Nine Assets Associated with School Success:</u></p> <ol style="list-style-type: none"> 1. The percentage of students that report high levels of a Caring School Climate (asset #5) at their school will increase by fall 2015: 2% 2. The percentage of students that report high levels of Service to Others (asset #9) at their school will increase by fall 2015: 2% 3. The percentage of students that report high levels of School Boundaries (asset #12) at their school will increase by fall 2015: 2% 4. The percentage of students that report high levels of Time at Home (asset #20) at their school will increase by fall 2015: 2% 5. The percentage of students that report high levels of Achievement Motivation (asset #21) at their school will increase by fall 2015: 2% 6. The percentage of students that report high levels of Learning Engagement (asset #22) at their school will increase by fall 2015: 2% 7. The percentage of students that report high levels of Planning and Decision Making (asset #32) at their school will increase by fall 2015: 2% 8. The percentage of students that report high levels of Interpersonal Competence (asset #33) at their school will increase by fall 2015: 2% 9. The percentage of students that report high levels of a Positive View of Personal Future (asset #40) at their school will increase by fall 2015: 2% 	<p>Asset #5 4th & 5th 66% 7th 48%</p> <p>Asset #9: 4th & 5th 35% 7th 49%</p> <p>Asset #12: 4th & 5th 84% 7th 78%</p> <p>Asset #20: 4th & 5th 25% 7th 80%</p> <p>Asset #21: 4th & 5th 82% 7th 84%</p> <p>Asset #22: 4th & 5th 70% 7th 78%</p> <p>Asset #32: 4th & 5th 58% 7th 37%</p> <p>Asset #33: 4th & 5th 55% 7th 56%</p> <p>Asset #40: 4th & 5th 61% 7th 78%</p>	<p>Asset #5 4th & 5th 68% 7th 50%</p> <p>Asset #9: 4th & 5th 37% 7th 51%</p> <p>Asset #12: 4th & 5th 86% 7th 80%</p> <p>Asset #20: 4th & 5th 27% 7th 82%</p> <p>Asset #21: 4th & 5th 80% 7th 86%</p> <p>Asset #22: 4th & 5th 72% 7th 80%</p> <p>Asset #32: 4th & 5th 60% 7th 39%</p> <p>Asset #33: 4th & 5th 57% 7th 58%</p> <p>Asset #40: 4th & 5th 63% 7th 80%</p>

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
Second Step	V	Middle Schools: Community Day School: Grades 6/7/8 Rolling Hills: Grades 5/6/7/8 Elementary Schools: Lynhaven: Grade 5 Extensions : Target Groups six sites	Middle School: 800-950 students Elementary School: 225-250 students CUSD Extensions: 80-150 students	Spring through Fall 2011	Ongoing	Fall 2011
Cognitive Behavioral Therapy for Child Sexual Abuse (Eastfield Ming-Quong Families First – EMQFF Partnership)	V	Middle Schools 5-8 students and families: Campbell Middle School	30-50	EMQ-purchased	EMQ-ongoing	Spring 2011

		Elementary Schools K- 5 students and families: Blackford, Capri, Castlemont, Lynhaven, and Rosemary				
Cognitive Behavioral Therapy for Child Traumatic Stress (Eastfield Ming-Quong Families First – EMQFF Partnership)	V	Middle Schools 5-8 students and families: Campbell Middle School Elementary Schools K-5 students and families: Blackford, Capri, Castlemont, Lynhaven, and Rosemary	30-50 students	EMQ-purchased	EMQ-Ongoing	Spring 2011

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
Yes	After School Programs	Violence prevention, academics, and enrichment (drama, sports, technology)	K through 8
Yes	Conflict Mediation/Resolution	Violence prevention	K through 8
Yes	Early Intervention and Counseling	ATODV and academic	K through 8
Yes	Environmental Strategies	Tobacco-Free	K through 8
Yes	Family and Community Collaboration	ATODV, attendance, health, and academic	K through 8
	Media Literacy and Advocacy		
Yes	Mentoring	ATODV	K through 8
	Peer-Helping and Peer Leaders		
Yes	Positive Alternatives	ATODV, academics, and enrichment (sports, drama)	K through 8
Yes	School Policies	ATODV and attendance	K through 8
Yes	Service-Learning/Community Service	ATODV	6 through 8
	Student Assistance Programs		
Yes	Tobacco-Use Cessation	ATODV	6 through 8
	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

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.

After reviewing the 2009-10 CHKS and 2010-11 Silicon Valley Youth Survey:

CUSD 5th & 7th grade students outperformed California 5th & 7th grade students in all ATODV Performance Measures based on the California Health Kids Survey.

Safety: The number of students who report feeling very safe at school-5th grade 53% (1% increase over 2004) and 7th grade 19% (2% decrease over 2004). 24% of 7th grade students said they had been afraid of being beaten up during the past 12 months at school (2% decrease from 2004). In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites will implement with fidelity PBIS and refine preventions for Tier 1 and interventions at the Tier 2 & 3 levels. Through Tier 2 & 3 team referrals and the SST process, students may be referred for EMQFF services (Appendix C) Each school site shall evaluate their data and determine specific Project Cornerstone programs for engaging parents and students as Asset Builders (Appendix D). All sites identify and participate in programs that are relevant to the needs of their particular school (Asset Champion Training, ABC program, Los Dichos de la Casa program, "What We Permit, We Promote" training, No More "Kids Will be

Kids" parent education). School site PBIS teams will continue to meet monthly and analyze SWIS data and determine "precise" problems and develop action plans focused on improving problematic issues (Appendix D).

Tobacco: 4% of 7th grade students reported ever using cigarettes (8% decrease from 2004). The number of students who reported using cigarettes within the past 30 days, in 7th grade was 2% (1% decrease over 2004). This is 4% below the state average for 7th grade students. CUSD will continue to work with Santa Clara County Public Health Department and use their Tobacco Prevention and Education curriculum. Counselors will continue to provide information, cessation instruction, resources and interventions for students using tobacco (Appendix D).

Alcohol and Other Drugs: All 5th grade students reported never using marijuana. 5% of 7th grade students report using marijuana (1% decrease from 2004). All 5th grade students reported not using any alcohol in the last 30 days (5% decrease from 2004). 9% of 7th grade students report using alcohol in the last 30 days (1% increase from 2004). Counselors will continue to provide information, resources and interventions for students using alcohol and other drugs (Appendix D). CUSD will continue to offer or refer parents to parent education classes through Project Cornerstone, Parent Project, Parent Project Junior, and Active Parenting.

Protective Factors:

CHKS: 60% of 5th graders (2% decrease from 2004) and 35% 7th graders (3% decrease from 2004) reported having high levels of caring relationships with a teacher or other adult in their school. CHKS 63% of 5th grade students (2% increase from 2004) and 56% 7th grade students (1% increase from 2004) reported high levels of high expectations from teacher or other adult at their school.

SVYS: 66% of 4th & 5th graders and 48% of 7th grade students reported high levels of a Caring School Climate.

CHKS-20% of 5th grade students (7% increase) and 17% of 7th grade students (4% decrease from 2004) report high levels of opportunities for meaningful participation at their school. 64% of 5th grade students and 56% of 7th grade students report high levels of school connectedness at their school. SVYS: 60% of 4th & 5th graders and 39% of 7th graders report high levels of Planning and Decision Making at their school.

SVYS: 4th and 5th grade students had the lowest performance measures in asset #9 (Service to Others) 37% and asset #20 (Time at Home-time engaged in family activities other than TV watching and playing video games). 7th grade students had the lowest performance measure in asset #32 (Planning and Decision Making) 39% and asset #5 (Caring School Climate) 50%.

Activities selected in Appendix D are meant to supplement and extend the content of lessons in our ATODV curriculum. The selection of these activities has been based on data collected from SWIS data, The Silicon Valley Youth Survey, annual student, staff, and parent perception surveys, suspension and expulsion data, and CHKS. Research shows the importance of youth developmental asset acquisition as it relates to academic success and risky behaviors. So, as a result of our analysis of collected data, we have selected the following activities: "After School Programs", "Conflict Mediation/Resolution", "Early Intervention and Counseling", Environmental Strategies, Family and Community Collaboration", "Mentoring", "Positive Alternatives", "School Policies", "Service-Learning/Community Service", Tobacco-Use Cessation", "EMQFF Partnership", "Preschool Program", and "Project Cornerstone Programs".

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.

At the District and site levels; SWIS data, Silicon Valley Youth Survey, annual student, staff, and parent perception surveys, suspension and expulsion data, and possibly CHKS will continue to serve as a means of determining our needs and program decisions.

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.

CUSD does not currently receive funding either from SDFSC or TUPE.

CHKS results, Silicon Valley Youth Survey results and parent, student, and staff survey data is analyzed by the District Leadership Team each year to ensure that recommendations will be available for the update of the LEAP, CUSD Strategic Plan and SPSA's. Subsequently a summary of data and recommended next steps will be made available to the public and presented to parents each year by site administrators. Each school sites School Safety Committee shall annually review data and developed a Comprehensive School Safety Plan which addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. School Site Councils approve plans and send them to the Campbell Union School District Governing Board for approval. Each site plan is relevant to the needs and resources of that particular school.

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])

Not applicable

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.

Not applicable

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.

Parents are involved in CUSD at many levels, such as planning and designing programs, implementing strategies as volunteers in classroom and after school, and volunteering on committees such as the Superintendent Parent Advisory Committee (SPAC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Parents receive a copy of the Parent Handbook each year which includes "Parents' Rights" and a "Student-Parent-Teacher Compact" which they are asked to agree to and sign as a means of supporting their child and their learning. In addition to a District Parent Handbook parents receive a site Parent/Student Handbook. Both publications are designed to keep parents and students apprised of CUSD policies and desires and expectations regarding parent involvement. Parents are encouraged to volunteer at their child's school, attend parent conferences, join the PTA or Home School Club and other school based organizations. These publications clearly communicate the expectations the District has regarding how they can support their child's social and academic success, such as monitoring school attendance and homework completion. Parents actively participate in the strategic planning process both at the site and district level.

CUSD conducts an annual perception survey. Parents are asked to participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the Future. Parents are informed regarding survey results through school-site newsletters, school-site meetings, and the School-Site Annual Report Card (SARC). Under No Child Left Behind (NCLB), parents will be notified regarding Safe School Status and, should a school become a Program Improvement School under Title I regulations, parents will be sent a letter notifying them of their "Parent Choice Options".

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.

We have only had two known pregnant minors cases in the last seven years.

Once pregnant minors or minor parents are identified by the district they will meet with a counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. Since CUSD is Pre K-8, we do not provide these services on-site, but have cooperative agreements with various county agencies. These organizations provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as those run by the American Lung Association. The counselor provides case management to the adolescent assuring these linkages are completed and follow up is provided.

CUSD does not receive TUPE funding.

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
Not applicable	

Performance Goal 5: *All students will graduate from high school. NOT APPLICABLE*

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)	Not Applicable	N/A	N/A	N/A	N/A
5.2 (Dropouts)	Not Applicable	N/A	N/A	N/A	N/A
5.3 (Advanced Placement)	Not Applicable	N/A	N/A	N/A	N/A

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."	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Campbell Union School District uses the number of children eligible for Free/Reduced Price Lunch programs.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • 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. 	<p>The schools are funded by poverty ranking and grade level span. The four highest poverty ranked elementary schools receive Title I funds.</p>

**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:
<p>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:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing 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. <p>Timely and effective additional assistance to students who experience difficulty mastering state standards.</p>	<p>Each site conducts a needs assessment that analyzes the California Standards Test, CELDT, curriculum-embedded assessments, benchmark assessments, attendance data, professional development surveys, PBIS data, and parent, staff and student perception surveys.</p> <p>Sites use strategies based on scientific research that:</p> <ul style="list-style-type: none"> - Ensure all students receive differentiated instruction based on need - Implement the district's adopted, SBE standards-based core instructional materials and intervention programs. - Provide extended learning time (Transitional Kindergarten, Summer Academy, Saturday Algebra Academy, Before, after, and during school interventions i.e. Sylvan, CampbellCare, Extensions offerings, etc.) - Target Far Below Basic and Below Basic students and provide intervention(s) specific to their needs (C.U.S.P. – Catch Up Students Plan) - Provide a variety of program options and educational settings <p>Staff will provide continuous professional development opportunities for teachers, administrators, paraprofessionals, and parents with a focus on assisting students in mastery of state content standards.</p> <p>Institute effective parent engagement strategies which:</p> <p>Provide parent education, including but not limited to, adult ESL classes, Parent Project Jr., Los Dichos, Cornerstone A,B,C, etc.</p> <ul style="list-style-type: none"> - Are meaningful to parents and supports student achievement - Provides information in the primary language of families - Uses a combination of communication systems, i.e., conferences, meetings, newsletters, website - Provides workshops and events for families, i.e. family literacy events, community events, assemblies, ways to academically support your student, nutrition, etc.

	<p>Campbell is implementing transitional kindergarten to serve “young 5’s” starting in 2012-13. TK will provide a bridge between pre-Kg. and TK. CUSD also has an extensive high quality pre-school program.</p> <p>Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that addresses the needs of students.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	N/A

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: <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
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.	N/A
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.	N/A

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:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>CUSD has 3 schools in Program Improvement (Lynhaven—Year 1 API = 802, Sherman Oak—Year 3, API = 845, Rosemary—Year 5, API = 771). We provide the following:</p> <ul style="list-style-type: none"> • Equity coaches assigned to the schools (a district high leverage activity). Coaches are trained in the A Look at Learning protocol (A.L.L.) used to enhance instruction of teachers. • Assistance to PI schools to analyze data and budgets, including data chats to analyze CST's and benchmarks. • Development of recommendations for improvement • Learning Walks support using the SiTNA (Situation in Need of Attention) protocol. • Additional administrative support • Outside coaching, i.e. ExCEL implementation • Increased resource allocation, i.e. extra teaching staff to avoid combination classes, teacher and educational associates to implement interventions. • Extensive interventions for FBB and BB students (C.U.S.P.) • Support in revising their site plans which includes, but is not limited to: <ul style="list-style-type: none"> ○ Providing an action plan for SPSA implementation ○ Priority for high demand professional development, i.e. Systematic ELD, GLAD ○ Implementation of core programs and upgrades, i.e. Medallion upgrade to reading adoption. ○ Attention to student engagement ○ Implementation of benchmark assessments and monitoring systems ○ Safe learning environments – PBIS (a district high leverage activity) ○ Implementation of RtI² (a district high leverage activity) ○ Ongoing staff development based on staff and school needs, i.e. PoDules. • Assistance in full implementation of the district's LEA Plan

	<p>The alternative governance model that was used for Rosemary was to become a charter school. This occurred in 2008.</p> <p>Rosemary Elementary School, which is in Program Improvement - Year 5, is provided the following additional technical assistance activities:</p> <ul style="list-style-type: none">• Smaller class sizes• School has been restructured to be a K-4 rather than a K-5• Extra coaching allocation• Extra staffing allocation for additional Intervention Teacher• After school services provided by Sylvan for the past four years <p>As part of the corrective actions for all schools, parent choice and transportation is provided. At Rosemary and Sherman Oaks, students have the option of Supplemental Educational Services.</p>
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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.	<p>Upon a site's identification of Program Improvement, the LEA:</p> <ul style="list-style-type: none"> • Sends PI identification letters to the parents of eligible students offering a choice transfer option following all NCLB guidelines. • Notification to parents is sent prior to the first day of school with the following information: <ul style="list-style-type: none"> - Choices of more than one school that has capacity - Transportation to the school of choice - An explanation that priority is given to the lowest achieving students from low-income families, if demand for a choice exceeds funds available - Option for denial
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>When a school is identified as Program Improvement Year 2 or beyond the LEA:</p> <p>Notifies parents of enrollment procedures for obtaining:</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) • Services for lowest achieving students as first priority.

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."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Refer to Goal 3 #5
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>The LEA and school sites provide ongoing parent communication through several avenues:</p> <ul style="list-style-type: none"> • CUSD offers adult ESL classes and parenting classes focused on helping students with school work • A cadre of low-income parents have become trainer-of-trainers through Parent Project Junior and are now training others at their schools. • Campbell Union School District website is updated with district and site information • Community resources are provided through Health Services, district office staff, Community Liaisons, and/or school site staffs • DELAC and ELAC groups serve the needs of ELs and their families, allowing them to provide their input into the school and district programs, as well as covering the required items. • Superintendent's Parent Advisory Council (S-PAC) provides parents the opportunity for involvement at the district level. • School sites regularly distribute newsletters to disseminate information regarding school and parent programs/classes that are available in the community and within the district. • PTA/Home School Clubs, SSC and other parent committees provide opportunities for parents to become directly involved in their child's education. • Recruit for parent involvement in Los Dichos, ABC Cornerstone and others. • Provide school to college/career training through College Going Culture activities, ALAS (Advancing Latino Achievement and Success) conference, etc.

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.	
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Campbell Union School District attempts to align and focus all programs and initiatives toward our five district strategies that form the backbone of our district reform effort.</p> <p>The Five Strategies:</p> <ol style="list-style-type: none"> We will provide and sustain a creative learning community that is free of excuses and restrictive labels, prejudice, and assumptions about abilities or outcomes. We will provide a variety of avenues to our families to be involved in and enhance their child's education. We will engage our students beyond the standards and create critical thinkers and life-long learners by offering a variety of educational settings and programs. We will provide a rigorous comprehensive program that produces consistent school outcomes through a systematic intervention plan for all students. We will provide professional development characterized by collaboration and based on proven methods and brain-based research. <p>With these guiding strategies, each school and the LEA identify and prioritize the needs. High leverage activities (HLAs) are selected. Schools and School Site Councils develop goals and objectives to support their HLAs and the LEAs HLAs, if they are different. All students receive services from general fund resources. However, identified at-risk students, qualifying for special programs, receive supplemental</p>

	<p>services through categorical funds and special general fund allocations. All expenditures from these two types of revenue streams are sent, along with the back-up section of the SPSA, to the Associate Superintendent for Instruction for approval. In this way, we closely monitor that resources are targeting appropriate activities and materials, while ensuring that there is no duplication of effort.</p> <p>It is possible for some students to qualify for assistance from several programs. In such cases, site principals, teachers and coaches review highest priority areas for intervention and ensure that services are directed toward those ends.</p>
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Part III Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: Updates and Attachments to LEAP, May 2012, based on CDE LEAP readers' comments

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 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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:
- 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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- 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, and
- 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:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - 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 percent 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.

SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Print Name of Superintendent

Signature of Superintendent

Date

Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Print Name of Title III English Learner Coordinator/Director
(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

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

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/index.html> > (University of Colorado: Blueprints)

C: < <http://www.modelprograms.samhsa.gov> > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Burns	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

Updates and Attachments made to LEAP, May 2012, based on reader's comments from the CDE:

CDE Readers' comments:

- Clearly identify SBE-adopted or standards-aligned intervention materials in mathematics currently in use by grade span.
- Clearly describe plans to provide SBE-adopted intervention programs for students requiring intensive interventions in mathematics. Clearly describe how the interventions in mathematics will take place during the regular school day, differentiated by grade span and level of intervention.
- Clearly describe the professional development opportunities for administrators focused on the effective implementation of instructional strategies for students with disabilities.
- Document the level of implementation of the restructuring/alternative governance plan for each school in PI Year 5.
- Few specific timelines are noted throughout the Plan. Without specific actions with timelines, it will be difficult to track the district's progress in implementing and monitoring the Plan.

Updates and attachments:

- Updates:
 - Performance Goal 1: Math: Section 2E: Additional information about intensive interventions (taking place during the school day) included.
 - Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers: Section 5K: Additional information about administrator training regarding SwD included.
 - Additional Mandatory Title I Descriptions: Documentation added for the level of implementation of the restructuring/alternative governance plan for Rosemary School (PI year 5).
- Attachments:
 1. CUSD List of Interventions.
 2. Additional math intervention information including interventions by grade span.
 3. Students with Disabilities (Strategic Plan) Action plan (including professional development opportunities for administrators).

Note: In response to bullet 5 on the letter from the CDE ("Few specific timelines are noted throughout the plan. Without specific actions or timelines, it will be difficult to track the district's progress in implementing and monitoring the plan.") the Instructional Services Department will be creating specific action plans, with dates and timelines, to address the different goals in the LEAP. One example is attached above.

Attachment #1

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA	Read Naturally (ReadNaturally.com)	Since 1991, Read Naturally has helped thousands of students become better readers. Our industry-leading programs develop and support the five essential components of reading , identified by the National Reading Panel : phonemic awareness, phonics, fluency, vocabulary, and comprehension. Read Naturally's selection of reading-intervention programs can help you address the needs of a broad range of at-risk readers.	K-8	Strategic	Forest Hill
RLA	Read Well (Sopris West)	The <i>Read Well</i> ® program involves explicit, systematic instruction in English language decoding, sustained practice of skills in decodable text, and frequent opportunities to discuss vocabulary and concepts presented in text. Reading and writing skills include story maps, story retells, and guided reports. A key feature of <i>Read Well</i> ® is the use of scaffolded instruction, in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently. For example, the student and teacher read new text aloud with the teacher reading the difficult or irregular words. As student skills (and motivation) increase, the amount of teacher-read text decreases and the student is given greater independence.	K-3	Intensive	
RLA	SIPPS (Developmental Studies Center)	The SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program, a solution for struggling readers, is a decoding curriculum that teaches the prerequisites for developing reading fluency and comprehension. It can serve as either an intervention program or as an initial decoding program. Although the instructional content is the same, the SIPPS program comes in two forms, each with grade-appropriate materials. SIPPS Intervention for K–3 includes Beginning , Extension , and Challenge Levels. SIPPS Intervention for 4–12 includes SIPPS Plus and Challenge Level . (SIPPS Plus delivers the instructional content of Beginning and Extension Levels while using reading materials of interest to older students.)	K-3 or 4-12	Strategic	Blackford, Castlemont, Marshall Lane

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA	PALS http://kc.vanderbilt.edu/pals/	<i>Peer-Assisted Learning Strategies (PALS)</i> is a peer-tutoring program. It is designed to be incorporated into the existing curriculum with the goal of improving the academic performance of children with diverse academic needs. Teachers train students to use <i>PALS</i> procedures. Students partner with peers, alternating the role of tutor while reading aloud, listening, and providing feedback in various structured activities. <i>PALS</i> is typically implemented three times a week for 30 to 35 minutes. Although <i>PALS</i> can be used in different subject areas and grade levels, this intervention report focuses on the use of <i>PALS</i> to improve reading skills of students in K-3.	K-3	Strategic	Forest Hill
RLA	Ticket to Read (Voyager)	<i>Ticket to Read</i> ® is Voyager's literacy technology component. This Web-based skill-builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. As they read, they earn tickets for hundreds of virtual prizes to decorate their personal Clubhouses; as they learn phonics skills, they earn tokens which they can trade for virtual toys.	K-5	Strategic	After School (ASES)
RLA	Six Minute Solution (Cambium Learning/Sopris)	<i>The Six-Minute Solution</i> builds students' reading fluency—essential for text comprehension—and is valuable as a complement to any reading curriculum or as an intervention program. This easy to implement resource quickly builds fluency through interactive, peer-to-peer repeated readings of high-interest, targeted readability passages. <i>The Six-Minute Solution</i> is a simple program that builds students' reading fluency in just six minutes a day. With a focus on passage reading , fluency activities also include letter-sound, word-reading, and prefix/suffix fluency.	K-12	Intensive or Strategic	Marshall Lane, Forest Hill

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA	Leveled Literacy Intervention (Fountas and Pinnell – Heinemann)	<p>The <i>Fountas & Pinnell Leveled Literacy Intervention System</i> (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.</p> <p>Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N).</p>	K-3	Intensive	All Elementary Sites except Forest Hill
RLA or Math	Extreme Learning	<p>To supplement the efforts of teachers, Extreme Learning will provide an on-site, after-school tutoring program to students at selected PI schools. This Extended Day program will target students who have a combination of factors:</p> <ul style="list-style-type: none"> • Have scored “Basic” on the CST test • Are members of the sub-groups identified as not meeting AYP targets • Are in a grade level most likely to be able to meet proficiency <p>The Targeted Extended Day Program consists of 2 hours per day, 2 days per week with:</p> <p>Individual learning plans focused on specific standards and benchmarks, incorporating</p> <ul style="list-style-type: none"> o CST scores, CELDT scores, and District benchmark assessment data o Standards-based diagnostic assessments provided by Extreme Learning o Teacher recommendations of targeted knowledge and skills to emphasize during tutoring <p>Standards-based multi-sensory instructional software with:</p> <ul style="list-style-type: none"> o Mathematics o English Language Arts (ELA) o English Language Development (ELD) o Formative assessments requiring 80% mastery before advancing o Summative assessments correlated to the CST <p>Individual tutoring on:</p> <ul style="list-style-type: none"> o CST Blueprint Released Test Items o Assistance with instructional software content <p>Technology training (for middle school students) focused on improving writing skills.</p>	3-8	Strategic	Castlemont, Lynhaven, Blackford (used at CMS in the past)

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA or Math	Standards Plus	Standards Plus instructional materials consist of a series of direct instruction, 10-12 minute mini-lessons, assessments and lesson plans. The materials are designed to supplement a school's regular curricula and its instructional program. The foundation of Standards Plus instructional materials are a quality assurance system built on the Plan-Teach-Assess-Reteach cycle that effectively delivers high level standards driven skills to students. Standards Plus lessons follow the direct instruction format. Each lesson consists of the following components: introduction, direct instruction, guided practice, independent practice, review and closure. Standards Plus materials are most effective when the lessons are scheduled to follow initial instruction in the core curriculum. Teachers use grade level lessons each day, and follow up with a four-item assessment at the end of the week. Teachers use the assessment data to select students who need additional support. Teachers can then use the Standards Plus RETEACH lessons to bring students up to grade level.	K-8	Benchmark (or Strategic or Intensive when used to re-teach)	Sherman Oaks
RLA	BoardLanguage	BoardLanguage®: one strategy that requires 15-20 minutes/day and dedicated classroom white-board space. Instruction is focused on daily preview and review of essential Reading/Language Arts content standards in all strands (reading comprehension; literary response and analysis; writing applications; written and oral language conventions; word analysis, fluency and systemic vocabulary development), features repeated teacher modeling, high whole-class student engagement, and emphasizes grade-level rigor and academic language.	K-8	Benchmark (or Strategic or Intensive when used to re-teach)	

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA	Read 180 and System 44 (Scholastic)	<i>READ 180</i> is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. <i>READ 180</i> is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.	4-8	Intensive	MMS, CMS, Lynhaven, Castlemont, RHMS
RLA	Language! 3 (Cambium Learning Group)	<i>LANGUAGE!® The Comprehensive Literacy Curriculum</i> increases the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, <i>LANGUAGE!</i> accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education— <i>LANGUAGE!</i> leads to improved reading comprehension and written expression.	4-8	Intensive	Sherman Oaks, Castlemont, Blackford
RLA	Literacy Tool Kit	The Houghton Mifflin Harcourt Literacy Tool Kit is a comprehensive set of teaching tools designed to differentiate literacy and language instruction in grades 4-6. Each lesson in the Literacy Tool Kit includes steps to teach, practice, apply and assess a specific reading skill. Each kit features 140 skill lessons in the following 4 areas: Phonics and Word Study, Vocabulary, Fluency, and Comprehension. It can also be purchased with 140 “Connect to Reading” books designed to practice each skill within a book setting.	4-6	Strategic or Benchmark	Rosemary 4 th grade teachers are piloting.

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
RLA or Math	Sylvan Learning	Sylvan provides tutoring for students at all levels in math and English Language Arts. Sylvan teachers will work with students on a one-to-one ratio, or can teach in small groups with no more than 8 students. Sylvan provides assessments (pre and post), reports to parents, and curriculum based on the students' needs.	K-8	Intensive or Strategic	All sites except Village
Math	Math Expressions (Houghton Mifflin)	Math Expressions is a complete K-5 mathematics curriculum that offers new ways to teach and learn mathematics. Combining the most powerful elements of standards-based instruction with the best of traditional approaches, Math Expressions uses objects, drawings, conceptual language, and real-world situations to help students build mathematical ideas that make sense to them.	K-5	Benchmark (or use for re-teach)	
Math	FASTT Math (Scholastic)	The <i>FASTT Math</i> intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help students develop fluency with basic math facts. <i>FASTT Math</i> assesses all students to uncover fluency gaps and to establish a baseline of fluency for each student. Then, <i>FASTT Math</i> automatically differentiates instruction in customized, 10-minute daily sessions. <i>FASTT Math</i> ensures that all students, regardless of their fluency, build the long-lasting fluency they need to tackle higher-order math.	2-8	Strategic or Intensive	Forest Hill, MMS, Village, CMS, Rosemary, Blackford, Castlemont, Lynhaven, Marshall Lane,
Math	Fraction Nation (Scholastic)	Fraction Nation targets fractions and decimals — two of the most difficult concepts to teach and learn. Designed to develop the critical foundations of fraction fluency — conceptual understanding and procedural knowledge — Fraction Nation delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments. Fraction Nation guides students on a journey through 64 carefully crafted lessons to build a strong foundation in fractions and decimals — all in 15-minute lessons.	4-8	Strategic or Intensive	Forest Hill, MMS, CMS, Rosemary, Blackford, Castlemont, Lynhaven, Marshall Lane,

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
Math	BoardMath	Board Math requires a dedicated space on the classroom whiteboard that is divided into 5 math strands - Number Sense, Algebra and Functions, Measurement and Geometry, Statistics/Data Analysis/Probability and Mathematical Reasoning. Each strand is created with rigorous problems that align with the grade level standards. The problems change daily. Boards reflect teacher styles and student needs. Kindergarten boards with good rigor have 12 problems while boards in grades 1-5 should have about 21 problems. The objective of Board Math is that the teacher leads students through practice examples in a lock-step fashion, with modeling in the form of teacher talk and whole group choral response. Board Math is a swift paced activity that lasts 10-20 minutes and keeps students engaged.	K-8	Benchmark (or Strategic or Intensive when used to re-teach)	All sites
Math	Touch Math	TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles. This step-by-step approach covers: Counting • Addition • Subtraction • Place Value • Multiplication • Division • Time • Money • Fractions • Story Problems • Shapes • Sizes • Pre-algebra TouchMath can be used as a supplement to any curriculum or as a stand-alone program.	K-3	Strategic	Forest Hill, Lynhaven
Math	“Do the Math” (Scholastic)	<i>Do The Math</i> ® gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the cornerstone of elementary math, the program teaches students the basics of math—computation, number sense, and problem solving. <i>Do The Math</i> helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. <i>Do The Math</i> is organized into 12 scaffolded modules that focus on rebuilding fluency with whole numbers and fluency with fractions. Every module includes a series of thirty 30-minute step-by-step lessons. The modular design gives the program the flexibility to span multiple grade levels.	1-8	Strategic or Intensive	Rosemary, Blackford, CMS, Castlemont, Forest Hill, Lynhaven, Marshall Lane, MMS

CUSD Interventions					
Subject Area	Name of Intervention	Description of Intervention	Grade Level	Tier Level	Which Sites are Implementing?
Math	Mind Institute ST Math (JiJi)	<p>Born out of decades of breakthrough neuroscience and education research, MIND's Education Division deploys its distinctive visual approach through innovative instructional software, textbooks, and professional development for the K-12 math market. MIND's unique math education process engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.</p> <p>Benefits of MIND Programs:</p> <ul style="list-style-type: none"> • Innovative visual approach teaches math concepts • Comprehensive courseware aligns to state standards • Increases state standardized test scores for students, classes, and schools • Game metaphor engages students who have struggled with conventional approaches in math and learning • Language-independent software lessons reduce the language barrier to learning math • Instructional design reaches students at every level of academic proficiency • Innovative games train students in multi-step problem-solving • Self-paced courseware makes teaching easier and more productive 	K-8	All	Castlemont, Lynhaven, Rosemary, MMS, CMS, RHMS, Capri, Sherman Oaks

Attachment #2

LEA Plan Update: Math sections

May, 2012

Readers' Comments:

- Clearly identify SBE-adopted or standards-aligned intervention materials in mathematics currently in use by grade span.
- Clearly describe plans to provide SBE-adopted intervention programs for students requiring intensive interventions in mathematics. Clearly describe how the interventions in mathematics will take place during the regular school day, differentiated by grade span and level of intervention.

Our Current Interventions in Math:

Do the Math is being used to support students in RSP, SDC, afterschool, and during school pull out. We currently use this in grades 2-8. The modules that are in use currently cover addition, subtraction, multiplication and division. These are standard-aligned intervention materials from grades 1-4, which supplement the core curriculum for students who have not yet mastered these skills. In middle school (often including 5th grade) Do the Math is being used for RSP and SDC students to help get their skills up to support grade level core curriculum.

We could also add: “Do the Math Now!” program is designed for Middle School that has curriculum that covers grade 6 and up core material.

FASTT Math (grades 2-8) is designed to help students build fluency in their basic math facts of addition, subtraction, multiplication and division. We currently use this in grades 2-8.

Fraction Nation (grades 4-8) is designed to build fraction fluency. We currently use this in grades 4-8.

ST Math Fluency (“JiJi” from the Mind Institute) MIND’s unique visual approach ensures that students memorize their basic addition, subtraction, multiplication and division facts while gaining a solid conceptual understanding of the operations. We use ST Math Fluency from k-8th grade currently during the school day, and during intervention classes at the middle school.

We could add: ST Math Algebra Readiness. Algebra Readiness requires one year of double-block intervention math period, or two years of single-block intervention. Algebra Readiness is a full curriculum that rebuilds a solid math foundation for middle and high school students and prepares them for success in Algebra 1. This content includes the Algebra Readiness ST Math® software, teacher and student edition textbooks, and additional instructional materials.

Current Interventions

Intervention	Topic(s)	Grade Standard	Grade level utilized	Time used during the day	Advantages
ST Math: Frequency & Secondary Intervention	Addition, Subtraction, Multiplication, Subtraction, Fractions, Pre-Algebra	K-7	K-8	During class	Designed for Middle and High School
FASTT Math	Addition, Subtraction, Multiplication, Subtraction	K-4	K-8	During class	Automaticity
Fraction Nation	Fractions	2-8	4-8	Intervention Classes	Fractions to be Algebra ready
Do The Math	Addition, Subtraction, Multiplication, Subtraction	K-4	K-8	During class or after school	Used in Regular Education as well as RSP and SDC classes

Interventions we could add:

Intervention	Topic(s)	Grade Standard	Grade level utilized	Time used during the day	Advantages
ST Math Algebra Readiness	Addition, Subtraction, Multiplication, Subtraction, Fractions, Pre-Algebra	2-7	6-7	During class Regular Pre-Algebra & Intervention class (two periods)	Text and software to have pre-algebra and intervention class materials
Do The Math Now!	Addition, Subtraction, Multiplication, Subtraction	5-8+	5-8+	During class, after school	Regular Education as well as RSP and SDC

Attachment #3: Students With Disabilities (Strategic Plan) Action Plan:

Updated 5.24.12

Beginning date: March 1, 2012

End date:
August, 2013

Primary Audience: Dr. Eric Andrew, Superintendent

Secondary Audience: CUSD

Plan Champion: Special Education Task Force- Cindy Nose, April Mouton, Maggie Spehar, Stacey Gershwin Duncan, Katie Middlebrook

Theme: Create and distribute an action plan to improve identification, placement and instruction for students with disabilities in the 2012-2013 school year.**Strategy:** Strategy IV – We will provide a rigorous comprehensive program that produces consistent school outcomes through a systematic intervention plan for all students.

Steps	Item	When	Who	Status
1.	Identify all BB/FBB SWDs and the interventions in which they participate			
1a	Conduct 1:1 chats with school site principals, providing lists of FBBs/BBs to be shared with school staffs.	January, 2012	Cindy Nose, Principals	Completed
1b	Special Ed/ Principals work with school staffs to monitor progress, success of interventions.	Feb-June, 2012	CUSD	Ongoing
1c	Train special ed. and RSP teachers to utilize Active Progress to monitor and adjust classroom instruction, based on data	Nov. 2011-June 2012	Maggie Spehar, Stacey Gershwin Duncan	Ongoing
1d.	Identify all interventions currently in use around district in special ed. Classrooms.	September, 2011	Cindy Nose	Completed
1e.	Train Principals in use of Active Progress to identify subgroups, including SWDs.	Feb. 2012	April Mouton	Completed
2.	Instruction for SWDs will be clearly articulated and communicated, and a progress monitoring system will be established			
2a.	Create modified benchmarks (CMA) in ELA and Math for grades 3-8	Oct 2011- June, 2012	April Mouton	Completed
2b	Attend ACSA/TSS Institute: Closing the Achievement Gap for students with Disabilities Conference (use information to guide next steps)	March 7, 2012	April Mouton and Maggie Spehar	Completed
2c	Create CMA Pacing Guide for grades 3-8 ELA/Math and K-2 Power Standards	March –April, 2012	Special Ed. Task Force w/ Staff Input	In progress (integration with gen ed)

2d	Create Curriculum Maps for Intensive Intervention Programs (replacement curriculum) on May Professional Development Day	May, 2012	Special Education Staff, April Mouton	
2e	Create Curriculum Maps for Strategic Intervention Programs	2012-2013 School Year	Special Ed. Staff	
2f-i.	Identify performance bands for formative assessments within Intensive Intervention Programs	May-July, 2012	April Mouton, Spec. Ed. Staff	
2f-ii.	Place formative assessments on Active Progress/alternate system	September, 2012	April Mouton	
2g	RSP teachers will collaborate with Gen. Ed. teams during STPT, and /or grade level release days for planning, to discuss which standards will be taught in which setting, and how to differentiate to meet the needs of the SWDs in the Gen. Ed. Classroom. Gather evidence!	2012-2013 School Year	Teachers, Principals	
3	Targeted Professional Development grounded in our RtI2 HLA will be provided for Management and Teaching Staffs, as well as Ed. Associates around SWD needs.			
3a	Management focus: Behavior Support Plans, Assessments within Intensive Intervention Programs, Differentiation	2012-2013 School Year	Spec. Ed. Task Force	
3b	Equity Coaches/Teaching Staff / Ed. Associate focus: differentiation in classrooms	2011-2013 School Years	Maggie Spehar, et. Al.	
3c	RSP Teacher focus: How to create PLCs as they share information around modifications and accommodations.	2012-2013 School Year	Spec. Ed. Task Force	
4.	Placement and support for SWDs and Tier III Gen. Ed. Students			
4a.	Site Administrator Introduction to: English Learners with Learning Disabilities PoDule Purpose: Inform site administrators of a professional development opportunity tailored to their sites; with the purpose of identifying and implementing best practices for English learners with learning disabilities.	September 12, 2012	SpEquity Coach and Denise Kilpatrick	Completed
4b.	Meet to identify trained staff at each site that creates BSPs (Tier II/III) - Create a needs assessment of BSP creation and implementation with identified staff	March, 2012	Lesa Nieri and Cindy Nose, Spec. Ed. Task Force	Completed
4c.	Invite Geoff Nugent to present to DLT regarding differences between ED students and those who are Socially Mal-adjusted.	March 26, 2012	Stacey Gershwin Duncan, Cindy Nose	Completed

4d.	Conduct SMPT around differences and similarities between SWDs and Tier III Gen. Ed students who have extreme behaviors. (Follow up to Geoff Nugent) <ul style="list-style-type: none"> - Create focus questions - Share strides made during 2011-2012 to support schools - Identify protocols used to get support at district level - Small group sharing around what's happening at sites 	May, 2012	Student Services/Spec. Ed. Task Force/Shelly Viramontez	Need to schedule on DLT
4e.	English Learners with Learning Disabilities PoDule (General Ed and Special Ed staff/teachers) Purpose: To provide teachers with a new lens to look at students and strategies that can be used across all academic settings for English learners with learning disabilities.	May, 2012	Equity Coaches, SpEquity Coach, Denise Kilpatrick	
4f.	Meet to discuss next steps based on outcomes of SMPT	June, 2012	Spec. Ed. Task Force	

Lingering Questions...

1. What is “adequate progress?”
2. How are teachers of SWDs monitoring and adjusting services if a student has not made progress on goals?