

**No Child Left Behind Act of 2001**

**LOCAL EDUCATION AGENCY PLAN**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**2014-15 Annual Update**

**LEA Plan Information:**

Name of Local Education Agency (LEA): **El Centro Elementary School District**

County/District Code: **13-63123**

Dates of Plan Duration: **July 1, 2014 to June 30, 2015 (to be updated annually)**

Date of local governing board approval:

District Superintendent: Jon LeDoux

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

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

Jon LeDoux

Printed or typed name of Superintendent

Date

Signature of Superintendent

Michael Minnix

Printed or typed name of Board President

Date

Signature of Board President

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# **Part I**

## **Background and Overview**

### *Background*

*Descriptions of the Consolidated Application, the Local Education 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.

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 three **Performance Goals**:

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

## ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Categorical Program Monitoring (CPM).

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 January 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 school site 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 Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan is a requirement for receiving federal funding sub-grants 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

### ***Federal Program Monitoring (FPM)***

State and federal law require California Department of Education 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. The Coordinated Compliance Reviews are 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 Plan will be updated annually.

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.

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

1. Obtain input. Seek the input of 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.).
2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.
4. 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.

5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.
6. Review 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>](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 III as well as for **school-operated programs** (including Title I, Parts A , School Improvement, Economic Impact Aid
7. Identify specific plans for improvement. 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*.
8. Obtain 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.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. 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?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.



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

## 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	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		
√	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	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
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe): Instructional Materials Fund Realignment Program (IMFRP)
√	ASES		Other (describe): Community Based English Tutoring (CBET)
			Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2014-15

Please complete the following table with information for your district.

Programs	2013-14 District Carryovers Estimates	2014-15 District Entitlements Estimates	2014-15 Direct Services to Students at School Sites (\$)	2014-15 Direct Services to Students at School Sites (%)
Title I, Part A	\$165,000	\$1,952,463	\$1,171,478	60%
Title I Part C, Migrant Education	0	\$263,358	\$229,121	87%
Title II Part A, Subpart 2, Improving Teacher Quality	\$300,000	\$393,906	0	0
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	\$209,970	\$135,056	64%
Title III, Immigrant	0	\$17,171	\$17,171	100%
IDEA, Special Education	0	\$974,130	0	100%
ASES	0	\$1,115,295	\$948,001	85%
<b>TOTAL</b>				

## Part II

### The Plan

#### *Needs Assessment*

The passage of NCLB imposes a number of significant new requirements on LEA's 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, professional development and hiring, 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

#### Professional Development and Hiring

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.
- Refer to CMIS addendum for specifics of HQT

### 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)). All schools turn in a Safe School Plan every year. The district also has an emergency preparedness plan that pertains to all district personnel.

### ***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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

El Centro, located in southeast California, is the county seat of Imperial County. The city is geographically isolated and is 215 miles southeast of Los Angeles, 115 miles east of San Diego, and 14 miles from the Mexican border city of Mexicali. Compared with other areas in California, Imperial County's population is extremely poor. The labor force of Imperial County works primarily in agriculture, wholesale and retail trade, government, and service industries.

The El Centro Elementary School District consists of eight elementary schools, One Kinder- eighth, and two junior high schools (7-8). Within the district there are approximately 215 certificated (K-8) teachers. The student population of over 5,000 is predominately Hispanic (93.7%) but also includes Caucasian (5%), African American (2%), Asian (1%),. All schools qualify for School-wide Title I services based on family poverty levels and ten out of eleven schools have over 50% of the student population identified as low income. In addition to the 41.6% of the student population designated as English Learners, more than 65% qualify for Title I, and 11% participate in the State Migrant Education Program. Due to low family incomes, 77% of the district students receive free/reduced lunches.

El Centro Elementary School District 2013-14		
	Percentage of English Learners	Percentage Free and Reduced Lunch
<b>District</b>	<b>44%</b>	<b>79%</b>
De Anza	25%	51%
Desert Garden	43%	81%
Harding	52%	85%
Hedrick	35%	68%
Kennedy Middle	51%	91%
King	59%	95%
Lincoln	59%	93%
McKinley	69%	88%
Sunflower	38%	66%
Washington	56%	96%
Wilson Junior High	27%	74%

The district is gearing up for Common Core Standards implementation. Over the last few years the El Centro Elementary School District has worked diligently toward aligning instruction and assessment with the state academic standards. Now we find we are beginning the process once more. Although the standards have changed the materials we currently have are allowable. We have received one-time funds to upgrade technology for the smarter balance assessments, and to offer professional development to teachers about CCSS. This year we have new administrators who will need to undergo the 2-year administrative training that is now currently not offered at our County Office of Ed. We will need to investigate what is being offered for our administrators. Currently new administrators are driving to San Diego to take courses to complete their training. Reading Resource teachers are available at all school sites to assist with curriculum, assessment, and strategy implementation and to provide modeling of lessons and/or strategies, when needed. Reading Resource Teachers provide on-going professional development to certificated staff. A minimum of 40% of their time is dedicated to professional development.

The Family and Community Together (FACT) Center is a Family Resource Center created for the students and families in the El Centro Elementary School District. It was originally funded by grants from The San Diego Foundation's Weingart-Price Fund and The California Endowment, as well as subsequent funding through Imperial County Children and Families First Commission (ICCFFC). The current funding through ICCFFC is designed to address the needs of children 0-5 and their families. The overarching goal of the FACT Center is to assist and link families in obtaining comprehensive community services, resources, education and information. The center is located adjacent to McKinley Elementary School, and within the northern section of El Centro. The location allows families to obtain services with ease, and has increased communication between parents, children, and the community.

The El Centro Elementary School District provides supplemental instructional services to Migrant students most at risk in the areas of reading, language arts, English Language Development, and mathematics. Migrant After School Teachers and instructional aides work with students with the greatest needs at the school sites in a small group setting. Migrant students in need of health services are referred to the regional office's Community Liaison for vision, dental, and community resources services as needed.

The District has adopted a coordinated system for the education of homeless children and youths. These services are provided to children and youths living in homeless situations in order to provide comparable services offered other students in the school. This includes transportation services, educational services in which the child meets eligibility criteria, such as Title I or similar state or local programs, educational programs for children with disabilities, and educational program for children with limited English proficiency. In addition, programs in vocational or technical education, programs for gifted and talented students, school nutrition programs, and before and after school programs. School site Title I funds will be used to provide educationally related support services to homeless children and youth, both in school and outside of school, and to remove barriers that prevent regular attendance. The district Homeless Liaison is also available to ensure that the rights of homeless children and youths are adhered to, and provides referrals to needed services. The County Office of Education has now begun to work with the District Liaison to coordinate services.

El Centro Elementary School District's Gifted and Talented Education Program provides identified students with challenging experiences and an enriched standards-based curriculum based on identified needs of intellectually gifted children. The goal of the District's GATE program is to

develop within each student a desire for excellence and achievement with a sense of individual responsibility to the school, the community, and to a changing society. Students served in the program are those who can think deeply in abstraction, generalize, solve complex problems, and discern unusual and diverse relationships among ideas. The program supports a long term community service enrichment project through the mini-grant process. This program is now hosting a Young Scholars Program within the GATE structure. This program will be offered to all GATE students 4-8. This is a 4 tiered program. Each tier of the program builds on the previous tier. The tiers are Depth (knowledge), Complexity (integration), Novelty (application), and Teaching (mentoring).

El Centro has 10 ASES school sites that offer both academic and enrichment programs after school. The ASES program is aligned with, and not a repeat of, content of regular school day and extended learning opportunities. It includes an educational literacy element and educational enrichment elements. The educational literacy element allows for tutoring and homework assistance. The enrichment elements include visual and performing arts, music, physical activity including sports teams, and community service learning,

The Science Center is based upon five essential elements: High Quality Curriculum, Sustained Professional Development, Dependable Material Support, Strong Administrative and Community Backing, and a Comprehensive Assessment and Evaluation Plan. Twenty-seven hands-on science units from four different publishers comprise the science curriculum for grades Kindergarten through eight. Each unit takes from eight to ten weeks to complete. Units were selected to ensure a balanced curriculum of Life, Earth/Space, and Physical Science as well as a continuum of content knowledge and skills reinforced throughout the elementary years. Units have been aligned to CA state standards

Using the district text and state frameworks, curriculum is narrowed and prioritized. Selected standards are put into semesters, trimesters, or quarters for pacing and connected to district assessments. The district has just adopted a math program that aligns to common core standards and is purchasing bridge materials for ELA until the adoption of a new set of materials.

## **EL CENTRO ELEMENTARY SCHOOL DISTRICT**

### **VISION**

ECESD offers a premier educational experience with innovative, exciting, high quality academic programs that prepare each student to successfully pursue the opportunities of life.

### **MISSION**

To ensure each student reaches exceptional academic achievement every day.

### **STRATEGIC GOALS**

1. Improve student academic achievement in the areas of English Language Arts/Writing. Mathematics, Science and History.
  - A. By 2015, our District will have an 800 API.
  - B. By 2015, our District will have four of the highest achieving schools in Imperial County as measured by API Scores.
  - C. By 2015, all schools will achieve a similar school ranking of seven or more as measured by the CST.
2. An increasing number of English Learners will make annual progress in learning English.
  - A. By September 2015, the percentage of English Learners who improve performance bands will increase from 52% to 60% as measured by the CELDT assessment.
  - B. By September 2015, the percentage of English Learners in 5 years of language instructional programs attaining English language proficiency will increase from 23% to 26%.
3. Ensure all schools provide an attractive environment that is conducive to learning and are safe, drug-free, and bully-free as evidenced by a decline in student discipline and improved student attendance.
4. Increase parent participation and engagement at school as evidenced by the Title I survey.
5. From 2012-2015, the District will maintain a fiscally sound, balanced budget with sufficient cash flow to meet its financial obligations.
6. From 2012-2015, the District will implement a public relations plan to increase public awareness about the strong innovative programs at ECESD as measured by increased positive press.



### **CORE VALUES**

**Equity:** Provide a quality education, set the same standards of achievement for each student and be responsible and accountable for each student's success.

**Communications:** Maintain open lines of communication with the school community and take steps to allow each stakeholder to have a voice in the decision-making process by encouraging and respecting divergent thinking.

**Achievement:** All students are expected to master and attain proficiency of grade level State standards.

**Belonging:** Create a sense of belonging and ownership for our school community members.

**Safety:** Maintain a safe, attractive, drug-free environment conducive to learning.

**Transparency:** Openly share information so that stakeholders can fully understand the actions taken by the school district.

**Performance Goal 1:** *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics. Because of the change over to CCSS standards and the overall assessment change, growth will be measured this year with local assessments.*

**Performance Goal 2:** *60% of 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.*

### LEA Action Plan

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
Alignment to Standards:					
The district will provide recently adopted text materials for core subjects	Ed Services	ELA, Math, History and Science materials	Replacement of lost materials Site cost	Site funds	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student. Tools Used: APS (1.1,1.21.3,1.4,)
The district will familiarize the stakeholders on the ELD Next Generation Standards and will create a multi-tier implementation plan.	Principals Teachers Reading Coaches ELL/Migrant Coordinator	Information Materials & supplies Instructional Materials Subs for participants Teachers' salaries	\$13,000	Title III LEP	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student. Tools Used:

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					APS (1.1,1.21.3,1.4,)
The district will revise by unit the pacing guides, ELA reading and writing assessments, ELA Blueprints annually to align to power standards identified for Math and ELA. We are revising unit to unit to allow the teachers to practice the CCSS strategies we are trying to incorporate this year.	Educational Services-Meet with Reading Coaches and Reading Coaches will meet with grade levels to make these revisions	Pacing Guides, TE, Blueprints, Assessments and answer keys, frame works –food for working lunches. Copies	\$500	Indirect/General Fund	<b>EPC 3:</b> Use of an annual district instructional/ assessment pacing guide for all grades. Documented to be in use and supports strategic and intensive interventions. Tools Used: APS, DAS A.4; B.1, B2, B.4
The district supports the Science Center to enhance lab activities for all four types of science. The Science Center maintains kits that are used in classrooms for hands-on science experiment activities and the Science Center also supports Kinder ASES enrichment.	STEM Coordinator/ ongoing- This coordinator works to support three districts in this program.	STEM Coordinator and staff salary plus benefits and Professional Development Kit material replacement	\$241,750 This cost represents total cost for three districts  (El Centro Portion: \$120,000)	Lottery Funds Title II	<b>EPC 3:</b> Use of an annual district instructional/ assessment pacing guide for all grades. Documented to be in use and supports strategic and intensive interventions
Master schedule prevents pull-out during core instruction	Special Education Services Principal	Reading instructional materials	N/A	N/A	<b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. Tools Used: APS DAS A.4, B.2, B3,

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					B.4
<b>Improvement of Instructional Strategies and Materials:</b>					
The district is working to provide on-site support for Reading Coaches and Principals (two-tier) to sustain ELA /ELD language frames and CCSS standards	Olga Criman (ECESD) Reading Coaches and Principals at all sites.	Common Core Support for English Learners	\$5,000 for substitutes and materials	Title III LEP	<b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction. Tools Used: APS, DAS (A.2)
The district will continue to monitor the implementation of several instructional strategies that will help meet the goal for all English Learners subgroups to include language frames within the context of science and mathematics, social emotional support and academic interventions	Associate Superintendent, School Services Coordinators, ICOE liaison for Focused Approach, STEM Coordinator, 4-5 grade teachers district-wide	Trainers, Reading Coaches, science materials, vocabulary cards, pacing guides	Science/ Math Coordinator and Support staff \$79,000	Title III LEP	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform instruction, design intensive interventions and determine effectiveness of program. Tools Used: APS, DAS (A.2); B.1 , B.2

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
Provide supplemental materials to support EL instruction to gain English Proficiency for long-term English Learners and New Comers	Educational Services. Coach, Principal and teachers (K-2)	Materials	\$15,353	Title III LEP	<b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students. Tools Used: APS, DAS (A.2)
The district will support the needs of the Dual Immersion Program. With the ultimate goal as Bi-literate, Bilingual, and Bicultural students, materials will need to be purchased to supplement the current classrooms.	Educational Services. Coach, Principal and teachers (K-2)	Spanish Materials	\$10,000	Title III LEP	<b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students. Tools Used: APS, DAS (A.2)
The district supports the English proficiency needs of immigrant students by providing supplementary after school regular English and Rosetta Stone classes.	Teachers Reading coach ELL/Migrant Coordinator Some Principals	R. Stone Materials And Software Supplementary curriculum Snacks	\$10,000 materials \$7,171 for certificated staff salaries	Immigrant Funds	<b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students. Tools Used: APS, DAS (A.2)
The district implements the Migrant District Service Agreement (Refer to DSA)	ELL/Migrant Coordinator Counselor Teachers Principals Reading Coaches	ELA & Math Regular Curriculum Supplementary Materials Snacks for students Teachers and instructional aides salaries for supplementary after school programs.	\$329,604	Migrant Funds	<b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students. Tools Used: APS, DAS (A.2)
Regular School year		ELA & Math Regular &	\$236,898	Migrant Funds	<b>DAS:</b> LEA focused on

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
migrant after school program and activities implementation		Supplementary Materials Snacks for students	(amount already included in DSA above)		student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students. Tools Used: APS, DAS (A.2)
All teachers will develop and use Common Formative Assessments (CFA) to prescribe and monitor tier I interventions and to improve UA during cycle.	Educational Services- Meet with Reading Coaches and Reading Coaches will meet with grade levels to make the CFA at beginning of each unit	Pacing Guides, TE, Blueprints, Assessments and answer keys, frameworks, TE	N/A	This happens within the scope of their work year.	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform instruction, design intensive interventions and determine effectiveness of program. Tools Used APS, DAS A.4
<u>Program Improvement:</u> For all school doing the Corrective Action Plan or implementing and Alternative Governance Plan, the use of the master schedule to assure tiered interventions during the school day.	District DSLT team, Principals and leadership teams	Schedules, and monitoring tools	N/A	N/A	<b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. Tools Used: APS, DAS A.5,
<u>School Readiness</u> Migrant families and their children work together on 20 family	Teachers ELL/Migrant Coordinator	School Readiness Curriculum Materials & Supplies Snacks	\$9,652 (expenses already listed and included as part of the DSA)	Migrant Funds	<b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
literacy sessions.		Teachers' salaries			ELs, SWD and all other high priority students. Tools Used: DAS A.2, A.5, B.2
<b>Professional Development:</b>					
Two buy-back days of professional development based on teacher needs assessment	District administration, principals, and teachers/ annually	Teachers' salary X 3 days	\$300,000	Title II	<b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials
Content experts, teacher leaders, and reading coaches will guide ELD teachers in the understanding of the ELD next generation standards	ELL/Migrant Coordinator Principals Teacher Leaders Reading Coaches Content Experts/Trainers/Speakers	Training materials supplementary materials Binders	Cost already included in the alignment to standards under ELD next generation standards	Title III LEP	<b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction
The use of Reading Resource teachers at each site for the support teachers through modeling and demonstrations of instructional strategies, lesson study and planning.	The site principal, Reading Resource Teacher, grade level Teachers School Service Coordinator	Planning material, meeting time	\$300,722	Title I  40% of the Coach salary paid out of Title I to cover the 10% cost of PD. This ratio is monitored by coaches logs	<b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
The district supports the Science Center training for teachers who need to learn how to use the kits. The trainings for the kits are offered. Training is also offered to support Kinder ASES tutors. The district supports the Science Center Coordinator/Coach to train teachers and support teachers in the classroom by observing and providing feedback on a regularly scheduled calendar.	STEM Coordinator	Training Materials, monitoring tools, training days	\$25,000 School costs	Title II  The district pays a portion of the coordinator's salary out of Title II to cover the cost of PD	<b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform
The district will support the needs of the Dual Immersion Program by supporting the PD needs of teachers	Educational Services. Coach, Principal and teachers (K-2)	Specific Dual Immersion training for new teachers and existing DI teachers	\$6,500	Title II	<b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials
The district focus to create professional learning communities (PLC) cycles at each site for each unit of study will continue to be implemented at school grade level planning meetings. Coaches will	Superintendent, principals and site leadership teams	Refreshments, copies and other materials	Host School Cost	School Cost	<b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment



Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
lead quarterly meetings and the focus for the year will be UA. The goals will be monitored through the use of the strategic plan and the quarterly benchmark reports.					system to guide placement, plan instruction and delivery, and progress monitor. <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform
Response to Intervention –The committee will focus on refining Tier I intervention systems and creating a comprehensive assessment system. The committee will include training for how structure Tier I and UA at site.	RtI Committee, reading coaches, principals, School Support Service Coordinator	RtI materials Professional Reading	N/A	N/A	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student. <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					Tools Used: APS, DAS B.5
Bi-monthly training for Reading Resource Teachers and principals will continue to help support their efforts in the areas of planned data analysis, unpacking standards and building appropriate formative assessments as well as Lesson Study modules.	School support Coordinator, Associate Superintendent, principals and Reading Resource Teachers	Meeting materials, research materials,	N/A	Indirect/General Fund as needed	<b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.
Researched-based instructional intervention strategy training to support teachers in the classroom.	Associate Superintendent of Educational Services, site principals, consultants, and teachers/ ongoing	Presenter fees and materials, Stipends and/or substitutes, and/or cost of professional development	\$40,000 Site Cost \$40,000 Title III	Title III LEP	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.  <b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners
All new teachers will participate in BTSA, which focuses on	New teachers/as needed No new teachers this year.	BTSA In-kind match/stipends	\$3000 (2 anticipated)	General Fund	<b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
standards					development on SBE instructional materials
Highly Qualified Teachers	See appendix for CMIS, action plan for HQT	Courses, materials, test prep, and test cost	\$1000	Title II	<b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials
Kennedy Middle School staff will be trained and supported during the implementation of the EDI Model.	ICOE Trainers Principal KMS Reading Coach Teachers	Substitutes and program materials	Cost listed under improvement of instructional strategies	Funding source already listed	<b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials
<b>Interventions</b>					
Math (Harcourt) and ELA materials (McMillan McGraw or Pearson) contain intervention materials that are used to support the intensive and strategic students. There is also 4-8 intervention program for students two years or more behind grade level. The teachers use a master schedule to ensure interventions take place and document with RtI forms	All teachers	Materials for interventions (new adoption)	Included in adoption purchase	N/A	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student. <b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners
RtI Committee will focus on Tier I interventions and Universal Access this year.	District RtI Committee, site leadership teams, PST and principals	Materials for interventions (new adoption)	Included in adoption purchase	N/A	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					<p>UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p>
Intensive Intervention will be used with identified at-risk students, especially those in RSP and Migrant interventions for ELA.	Teacher. Principals, LMB trainers	Support materials. All extra materials are purchased by sites.	Cost listed under improvement of instructional strategies	Funding source already listed	<p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p>
SuccessMaker will be used at every school site for a strategic intervention for Mathematics and an English Learner	Each school site's lab is equipped, Principal and teacher monitoring tools	Site licenses	Site costs- @ \$4000 per site/year	ASES, EIA, Title I	<b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
Intervention for New Comers.					<p>interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p>
Migrant ELA and math summer Academy will be offered to all migrant students	Summer 2014 Teachers, Administrator secretary, and counselor	Materials & Supplies Communications SDSU Fieldtrip Additional Supplies Summer school staff salaries	\$63,140 (amount already listed in the DSA)	Migrant Funds	<p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p>
Teacher Collaboration					
The district will monitor schools' progress toward strategic plan goals with quarterly reports to the superintendent that include how teachers are	Superintendent	Materials cost	N/A	N/A	<b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s)

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
collaborating as professional learning communities. The schools map key standards for every unit, then as a group, develop formative assessments to track student progress before the unit assessment is given. The focus is on comprehension for English Learners.					collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.
Grade level meetings, made possible with modified schedules, to review data to prescribe ongoing instruction. They will complete PLC cycles for every assessment period.	Principals and teachers/ ongoing	No extra costs	N/A	N/A	<b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.
(SPED focus) Across school discussions between special education teachers will be held to review special education monitoring procedures and proven practice instructional strategies. The SPED teachers will also attend two of the District grade	Director of Special Education/quarterly	No extra costs	N/A	N/A	<b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
level meetings.					instruction and delivery, and progress monitor.
Progress Monitoring					
The ELL/Migrant Department will monitor progress of English Learners through Quarterly data meetings and through the ELSSA committee with all school sites.	ELL Migrant Coordinator Reading Coaches Principals Teachers	Information English Learner AMAO's Data	\$6,000	Title III	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used: APS, DAS A.5 Underperforming schools are targeted for additional support. DAS A.8 clearly defined method of monitoring
The district requires that all schools monitor progress of students by reporting monthly on their strategic plan goals. Data is entered every 6 weeks in OARS (web-based reporting system) and reports are generated and analyzed.	Instructional Resource Clerks, Principals, teachers	Testing, Data system, printing materials	\$21,000	Title III LEP	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used: APS, DAS A.9 LEA provides schools with data collection system, B.4
The district supports the monitoring of	Principal District Level Team	No extra costs	N/A	N/A	<b>EPC 7:</b> Implementation of a student monitoring

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
implementation and effective use of instructional materials and strategies by scheduling regular observations with principals at all sites in English Language Arts, Mathematics, ELD, Science and Special Education.					system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used: <b>APS (1.1, 2.5)</b> , DAS A.9 LEA provides schools with data collection system, B.4
<u>Program Improvement:</u> District Level Support Team will meet quarterly to review Quarterly Report data and provide feedback to all schools	Cabinet, Educational Services Team	No extra cost	N/A	N/A	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used: APS, DAS A.5 Underperforming schools are targeted for additional support. DAS A.8 clearly defined method of monitoring
Continue to utilize and refine standards based report cards in grades k through 8 to include Piloting a new on-line	Associate Superintendent of Education Services and Principals/ongoing	Special education IEPs aligned with standards Report cards- Pay for SYNERGY system	N/A	N/A	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative



Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
report card system this coming year					assessments for teachers and principals to use to monitor ongoing student progress.
Each site will conduct a peer review of the Single Plan for Student Achievement by meeting several times over a period of 4 months.	Principal Superintendent	No extra costs	N/A	N/A	<p><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform</p> <p><b>EPC 9:</b> Fiscal Support aligned to full implementation of EPCs</p>
Classroom teachers will regularly (weekly) collaborate in grade level groups to determine progress toward goals, assess student's mastery of standards by examining student work; and adjust instruction as needed.	Teachers and Principals/ ongoing	No extra costs	Site costs	N/A	<p><b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.</p>
Disaggregate data for purposes of identifying underperforming students for intervention programs and strategies	Principals and teachers/ annually	No extra costs	N/A	N/A	<p><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum</p>

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform
<b>Student Engagement:</b>					
District monitoring tool will be used by principals and District Staff to monitor for student engagement at the school sites. Engagement will be reported on Quarterly Report.	Associate Superintendent of Educational Services and site principals/ ongoing	Professional Development expenses	N/A	N/A	<b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform
<b>Increased Educational Opportunity:</b>					
Software programs that support standards (Accelerated Reader, Accelerated Math) SuccessMaker and Study Island will be used district wide for a minimum time as an intervention	Principals/ ongoing	Cost of Software License and Maintenance	Site cost of @ \$4000 per site per program	Site Cost	<p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Science, History, ELD to include strategic and intensive interventions, as</p>

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
					well as additional time for ELD for English Learners.
Provide snacks for EL students who will be taking the CELDT test during the summer.	Assessment Center	Cost of Snacks	\$1500- snacks and materials for testing (pencils etc)	Title III LEP	
<b>Extended Learning Time:</b>					
IEP meetings	Special Education teachers/ ongoing	No extra costs	None	N/A	
F.A.C.T. Center (health and social services support)	Special Education and Pupil Personnel Services Coordinator/ ongoing	F.A.C.T. Center and expenditures, including personnel and building	\$154,137	Children and Families First Commission	
Gifted and Talented Education Program (GATE)	GATE Coordinator, secretary, and teachers/ ongoing	GATE expenditures including coordinator, secretary, and parent communication supplies	\$38,377	G.A.T.E.	
Problem Solving Team Meetings	PST members/ ongoing	No extra costs	N/A	N/A	
Extended School Year for Special Ed Students	Director, Special Ed	Cost of ESY teachers and Instructional Assistant salaries, classroom materials	\$11,000	General Fund	<b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. Tools Used: APS DAS A.4, B.2, B3, B.4
Before and After school intervention programs are funded by sites and summer school funds. ASES programs are held at 10 sites in the district	Principals, teachers, ASES Project Coordinator, and students/ ongoing	Cost of intervention programs and teacher stipends	\$1,200,000	ASES Summer School Funds, Site Funds	Categorical requirements

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
to cover academic and enrichment after school programs					
SES Tutoring Programs for all Program Improvement Schools that are year 2 and above	School Support Coordinator, SES Providers, School Site Principals, Teachers	Cost of Providers, Facilities	20% Title I @ \$400,000	Title I	Categorical requirements
Saturday EL Academies for Migrant and EL Students	Associate Superintendent of Educational Services, Support Services ELL/Migrant Coordinator, Reading Coach and teachers	10 hours of planning time and 20 hours of instructional time, materials for classes and breakfast and lunch for students.	\$20,000 (already included as part of the DSA expenses)	Title III LEP (\$10,000) Migrant Funds (\$10,000)	<b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. Tools Used: APS DAS A.4, B.2, B3, B.4
<b>Parent Involvement (Include Type 4):</b>					
Tele-parent phone communication system will be used to advise parents of student progress, important events, and general communication with families.	Principals	Tele-parent contract	@ \$1,625/site/year	Site Cost	DAS: D.2: The LEA has systems in place that provide timely and two way communication
Parent Involvement Surveys done annually.	Teachers, parents, and principals/ annually	Duplicating costs	@ \$2,000	General Fund	DAS: D.2: The LEA has systems in place that provide timely and two way communication
Parent Involvement Trainings	Teachers Parents	Training Materials Supplies Snacks	\$19,914 (already included on the DSA)	Migrant Funds	DAS: D.2: The LEA has systems in place that provide timely and two way communication
Migrant Parent trainings	District Pupil Services	Pupil Services salary	\$1,000	Migrant Funds	DAS: D.2: The LEA has

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
(behavior management, homework assistance, literacy)	and parents/ ongoing	and benefits and cost of training materials			systems in place that provide timely and two way communication
Parent and Teacher Organizations	Parent and teacher organizations/ ongoing	No extra costs	None	N/A	DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents
District publishes FOCUS, which contains all compliance notifications and district updates and policies, twice annually	District administration/ twice annually	Cost to publish and distribute FOCUS	\$4,000	General Fund	DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents
English Learner Parent Training EL informational and AMAO letters mailed to parents annually.	ELL/Migrant Coordinator Teacher Trainers Title III Counselor Speakers	Information Materials & Supplies Training Materials Snacks	\$4,000	Title III LEP	DAS: D.2: The LEA has systems in place that provide timely and two way communication
State test scores are mailed to parents every summer	Associate Superintendent of Educational Services	Postage costs	\$5,000	General Fund	DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents
Program Improvement letters mailed annually to parents	School Service Coordinator (PI)	Postage costs	\$5,000	Title I	DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents
Various district advisory	District coordinators/	Cost of refreshments,	\$4,000	Unrestricted	<b>DAS: D.4:</b> LEA and

Activity	Timeline/Person Responsible	Materials Needed to Accomplish Activity	Anticipated Cost	Funding Source	Rationale
boards, including Migrant Parent Advisory Committee, Gate Advisory Board, District English Learner Advisory Committee, Community Advisory Committee (Special Education)	ongoing	notification of meetings, handouts, babysitting, translation, and postage		Migrant Immigrant Title III	schools provide multiple opportunities for parents to access school programs, and receive information and resources and be part of the decision making
<b>Safe School Plan:</b>					
The District will collect Safe School Plans from all school sites before February 22, of every year.	Principals	Binders, tabs, data, Copies	N/A	N/A (School site cost)	Board Goal
The Principals will meet to conduct a peer review of their Safe School Plans every year before February 22.	Principals	Safe School Plans, Check lists, Copies	N/A	N/A (School site cost)	Board Goal
RtI Behavior Committee focuses on strategies for parents and teachers to prevent bullying.	Sept- June RTI Committee, Principals and teachers	Materials for the presentations	N/A	N/A (School site cost)	Board Goal