(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

**California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901**

LEA Plan Information:

Local Educational Agency (LEA):   Roseville Joint Union High School District
County/District Code: 31-66928
Dates of Plan Duration: July 1, 2005 to June 30, 2016
(should be five - year plan)
Date of Local Governing Board Approval: September 27, 2016

LEA Information:

Superintendent: Ron Severson
Address: 1750 Cirby Way
City, State Zip: Roseville, CA 95661
Phone: 916-786-2051
Fax: 916-786-2681

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.

Ron Severson	September 27, 2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Paige Stauss	09/27/ 2016	
Printed or typed name of Board Presisdent	Date	Signature of Board President

Local Education Agency Plan
Roseville Joint Union High School District

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Part I
Background and Overview

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 swill 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 2005-2006, 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 LEA Plan, and 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 (SPSA)

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)
- Title III Accountability Reports (AMAO 1, 2 & 3) 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 - 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 in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.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

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

Staff List			
Title	**Personalities**	**Organizations**	**Timeline**
Superintendent	RSeverson	RJUHSD	Year-round
Assistant Superintendent	Joe Landon	Finance and Business	Year-round
Assistant Superintendent	JMontgomery	Curriculum	Year-round
Assistant Superintendent	SWilliams	Personnel	Year-round
Principal	JBorjon	Woodcreek High School	Year-round
Principal	JBecker	Antelope High School	Year-round
Principal	DByrd	Roseville High School	Year-round
Principal	RHasty	Oakmont High School	Year-round
Principal	JLude	Roseville Adult School	Year-round
Principal	DLatteri	Independence High School	Year-round
Principal	JLeighton	Granite Bay High School	Year-round
Principal	ALloyd	Adelante High School	Year-round
Intervention Counselor	MZamora	Woodcreek High School	1 FTE
Intervention Counselor	ECook	Antelope High School	1 FTE
Intervention Counselor	LNoma	Oakmont High School	1 FTE
Intervention Counselor	DLandis	Independence High School	.5 FTE
Intervention Counselor	NMunoz	Roseville High School	1 FTE
Intervention Counselor	HMinor	Granite Bay High School	1 FTE
Intervention Counselor	KWolfe	Adelante High School	1 FTE
Learning Support Specialist	Robert Saenz	Granite Bay High School	1 FTE
Learning Support Specialist	ARaatz	Antelope High School	1 FTE
Learning Support Specialist	AMarquez	District-wide	1 FTE
Learning Support Specialist	MFerreira	Oakmont High School	1 FTE
Learning Support Specialist	JOwen	Roseville High School	1 FTE
Learning Support Specialist	MHanley	Woodcreek High School	1 FTE
Teachers	8 sites	Collaboration Teams	Weekly
Staff Development Coordinator	JBaird	Curriculum and Instruction	10 month
Staff Development Coordinator	KEisenhower	Curriculum and Instruction	10 month
Director of Special Education	CGarabedian	Special Ed	10 month
Assistant Principal	JHarm	CTE Reps	Monthly
Assistant Principal	JWilson	CTE Reps	Monthly
Assistant Principal	RRood	CTE Reps	Monthly
Assistant Principal	MFischer	CTE Reps	Monthly
Assistant Principal	FGuzman	CTE Reps	Monthly

Staff List			
Title	**Personalities**	**Organizations**	**Timeline**
Principal	JLude	CTE Reps	Monthly
Certificated Teachers	SWilliams	ELA Instructors	Yearly
Certificated Teachers	SWilliams	Math Instructors	Yearly
Certificated Administrators	SWilliams	AB430 AB75	Yearly
Director of Categorical Programs	JFischer	Testing and Assessment	Year-round
Scheduling	MPipitone	RHS AP	Year-round
Scheduling	MFischer	GBHS AP	Year-round
Scheduling	AZimmerman	OHS AP	Year-round
Scheduling	SWaggoner	WHS AP	Year-round
Scheduling	FGuzman	ANHS AP	Year-round
Scheduling	DLatteri	IHS Principal	Year-round
Scheduling	ALloyd	AdHS Principal	Year-round
Counseling	4 counselors	AnHS	10 month
Counseling	4 counselors	GBHS	10 month
Counseling	1 counselor	IHS	10 month
Counseling	4 counselors	OHS	10 month
Counseling	4 counselors	RHS	10 month
Counseling	5 counselors	WHS	10 month
Counseling	1 counselor	RAS	10 month
Special Ed Coordinators	JClark	RHS, IHS	10 month
Special Ed Coordinators	LBenavides	OHS	10 month
Special Ed Coordinators	KHummel	WHS	10 month
Special Ed Coordinators	JLucas	GBHS, AdHS	10 month
Special Ed Coordinators	SNoyes	AnHS	10 month
Special Ed Coordinators	DGenzlinger	Challenge	10 month
EL Site Specialist	NMunoz	RHS	10 month
EL Site Specialist	LNoma	OHS	10 month
EL Site Specialist	MZamora	WHS	10 month
EL Site Specialist	HMinor	GBHS	10 month
EL Site Specialist	ECook	AnHS	10 month
Executive Director of Curriculum and Instruction	SLaughrea	Curriculum	Year-round
Executive Director of Finance and Business	JKenyon	Business	Year-round
Executive Director of Pupil Personnel Services	BBasham	Personnel	Year-round

Staff List			
Title	**Personalities**	**Organizations**	**Timeline**
Instructional Technology Coordinator	MCriste	Curriculum and Instruction	Year-round
Learning Support Specialist	K Myers	OHS	1 FTE
Learning Support Specialist	RGorkhali	AnHS	1 FTE
Learning Support Specialist	LMartinez	RHS	1 FTE

Federal 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
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
X	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21st Century Community Learning Centers
X	Other (describe): Workforce Investment Act (WIA) Title II Section 231
	Other (describe):
	Other (describe):
	Other (describe):

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.

	State Programs
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
X	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): LCFF Base
X	Other (describe): LCFF Supplemental
X	Other (describe): EEP
	Other (describe): CTE IG
	Other (describe): CRANE
	Other (describe):
X	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs
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	288,444	623,816	912,260	100
Title I, Part B Even Start	0			
Title I, Part C Migrant Education	0			
Title I, Part D Neglected/Delinquent	0			
Title II Part A, Subpart 2 Improving Teacher Quality	263	118,066	118,329	100
Title II, Part D Enhancing Education Through Technology	0			
Title III Limited English Proficient	24,674	29,071	53,745	100
Title III Immigrants	0	19,907	19,907	100
Title IV, Part A Safe and Drug-Free Schools	0			
Title V, Part A Innovative Programs - Parental Choice	0			
Adult Education	18,782	276,294	295,076	100
Career Technical Education	0	144,342	144,342	100
McKinney - Vento Homeless Education	0	0	0	100
IDEA, Special Education	176,607	113,723	290,330	100
21st Century Community Learning Centers	0			
Other (describe)				
Total	**508,770**	**1,325,219**	**1,833,989**	**100**

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				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring	0	$8275	$8275	100
Other (describe)				
LCFF Supplemental	0	4,968,825	4,968,825	100
Educator Effectiveness Program	0	786,278	786,278	0
LCFF Base	0	78,640,412	78,640,412	100
AB 86 (Adult)	173,407	0	173,407	100
Crane I	363,395	0	363,395	100
CTE Incentive Grant		1,880,000	1,880,000	
Total:	536,802	86,283,790	86,820,592	

Part II
The Plan

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.

The Roseville Joint Union High School District serves grades 9 – 12 and is located in Placer County and a small portion of Sacramento County. The total size of the district is 72 square miles, and it encompasses the communities of Roseville, Granite Bay and Antelope. The district supports five comprehensive high schools : Antelope, Granite Bay, Oakmont, Roseville and Woodcreek High Schools; two alternative high schools : Adelante and Independence High Schools; and one adult school: Roseville Adult School. Total enrollment on the October 2014-2015 CBEDS was 10,251 students.

Guiding Principles

The Roseville Joint Union High School District is committed to the following guiding principles:

- Students are the center of everything we do. Our district will change and adapt to best serve our students.
- Students will experience in school what they are likely to experience after graduation through work that requires them to solve problems and to apply learned skills and behaviors in real-life situations.
- Students will be guided and supported by valued staff members, who seek, develop, and implement successful practices and innovative ideas.
- Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, parents, staff and other stakeholders.
- Students will be provided with a safe and supportive learning environment that involves the active participation of the educational staff, students, parents, and community members.
- Students will be served through the continuous improvement of communications and working relationships with all district customers.
- Students will be proficient in the state standards.

Mission Statement

The RJUHSD will provide all students with a rigorous and relevant education designed to give them the opportunity to acquire, apply, and practice the knowledge, skills and behaviors needed to fulfill their adult roles and responsibilities in the twenty-first century. The District will motivate all students to become lifelong learners who are responsible and productive citizens in a global society.

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), <u>that the local educational agency and schools served under this part will use to</u>:

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

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

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

Assessments to be used in addition to State Academic assessments (CST or SBAC):
- English Language Arts: District-wide Writing Assessment at grades 9-12 every grade level
- Common Assessments in eighteen core courses including: English 9, English 10, English 11, English 12, (math (3), social science (4), science, (3) world language (3), health.)
- English Language Arts (EPT) in Senior year; Early Assessment Program (EAP English) for 11th graders Junior year as part of SBAC
- Mathematics (ELM) in Senior year; Early Assessment Program (EAP Math) for 11th graders Junior year as part of SBAC
- EDGE Reading Proficiency benchmark assessments (9th-12th graders)
- CELDT/ELPAC testing annually for English Learners beginning 2016-2017 and beyond
- SAT: Scholastic Aptitude Test scores by year reports
- PSAT: Preliminary Scholastic Aptitude Test scores district-wide (including all 10th graders)
- ACT: scores by year reports
- Advanced Placement courses and exams
- International Baccalaureate Diploma and Credential Program
- International Baccalaureate Career Credential
- Career Technical Education performance exams for Programs of Study
- Seal of Biliteracy
- Accuplacer: Placement exam for college placement at Sierra College
- College Readiness: A-G completers
- CTE Completers: Completion of Capstone Courses
- CTE Concentrators: Successful completion of concentrator courses

Performance Goal 1:

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
a) Improving common literacy learning targets, aligning common core literacy standards (CCSS) for each core subject at each grade level shared during site collaboration.	Asst Supt Curriculum, Exec. Director of Curriculum/ Sept/Feb 2012-2016	Release time CCAT Teachers	$150000	LCFF Base
b) Using "State Standards and Framework and Common Core Standards" to align curriculum standards for each site	Asst Supt Curriculum, Exec. Director of Curriculum/Completed by June, 2016	Collaboration schedule and professional development days (PD #1, PD #2, PD#3, Admin retreats and Administrative Kickoff)	$650000	LCFF Base
c) Providing standards-based instruction on assessment literacy at each site, beginning in middle school, including Summer Bridge	Asst. Supts and Principals / IC/EL Counseling Team Aug 2015	Staffing IC/EL, Coord of Consolidated Programs, Coord of EL Support	$**932000	LCFF Base
d) Scheduling weekly staff collaboration time to develop assessment measures tied to state CCSS ELA and literacy standards	Lead Teachers, /weekly	Collaboration schedule for ELA	$ 187818	Title II, Common Core
e) Selecting standards-based resources (textbook and supplemental material) according to State CCSS standards	Asst Supt Curriculum/ Sept 2013	Textbook primary purchases	$**750000	LCFF Base
f) Providing BTSA training and coaching for all first and second-year teachers that emphasize Common Core standards-based practice and California Standards for the Teaching Profession	Staff Development Specialists/ BTSA Coordinator/ yearly cycle August - May	Training, mentoring, materials, PDC, SDS	$**See #4	Title II
g) Differentiating instruction with specific teaching strategies to accomodate special learning needs of students	Assessment and Support Team / LCAP	Expansion of support services	$500000	Grant (PBIS)and LCFF Base/LCFF Supplemental
h) Purchasing digital support devices at nearly 1-to-1 to enhance instruction and assessment on CAASPP and other testing/ assignments especially for ELD and Special Education	Teachers and staff/ LCAP	Chromebooks and storage carts for intervention during the school day	$300000	LCFF Supplemental
i) Providing staff and student training on the use of technology within the content instructional setting district-wide and on an individual basis	Instructional Technology Coordinator	Training new and veteran teachers including Spec Ed	$91000	LCFF Supplemental
j) Providing New Teacher Institute (BTSA/NTI) support for district teachers to clear full teaching credentials	Asst Supt Curriculum, Exec. Director of ECurriculum/Completed by June, 2016	Training, mentoring, materials, PDC, SDS	$28000	LCFF
2. Use of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a) Purchasing instructional materials aligned with the state CCSS Standards including EDGE and English 3D.	Asst Supt Curriculum/ Exec Director of C&I yearly /since Sept 2011	Primary Standards-based Textbooks Williams Act	$**See #1.5	LCFF Base
b) Collaborating on purchase of new standards-based textbooks in the Core and Applied Core departments at each school to coordinate instruction for EVERY student.	Exec Director of C&I / Asst Supt Curriculum/Sept since 2011	PD/ Curriculum and textbook training following Board Policy to adopt Instr. Materials	$328000, 144000, 1800000	LCFF Supplemental, LCFF Base, Perkins, CRANE, CTEIG
c) Monitoring and assessing students' reading ability through standards-based testing materials from Gates/MacGinitie and the SBAC materials. Software like Illuminate Ed among others are used to identify, monitor and address the Achievement Gap.	Principals/ Aug/May SSPSA, School Site Councils, Illuminate Ed	Gates/MacGinitie, and the SBAC results. Measuring Up, EDGE , English 3D, other test and program costs	$**70000	LCFF Base, Title III
d) Using Naviance materials and strategies to promote college-readiness for every student to meet SBE standards.	Instructional Tech Coordinator, Counseling, teachers, Career Techs	Teacher training and instructional materials	$**72000	LCFF Supplemental
5) Providing outreach services to parents for engagement of all subgroups	Intervention / IC/EL Counselors, College/Career Nights, DELAC, ELAC, School Site Councils	Hire bi-literate interpreters and translators for meetings and documents in home languages and home visits	$20000	LCFF Supplemental
e) Team-teaching among Applied Core teachers and general core teachers for more performance-based and inquiry instruction. Professional Development Days	Every instructor in PLTs and PLCs in general and Special Ed/ since 2012	Collaboration, Staff Development Specialists, Workshops, Professional Development	$** See 1.2	LCFF Base
3. Extended learning time:				
a) Creating significant subgroups ("hotlists") in Academic lab and support courses to increase critical reading and writing skills	Intervention / IC/EL Counselors since Aug 2012	Support Staffing	$**932000	LCFF Base
b) Supporting struggling students in 5th period/ after school tutoring, Extended year / EL Summer Session, Super Seniors (Valenzuela) and Credit/Grade/ Unit Recovery outside the regular school day / year.	Summer Session Administrator, IC/ EL Counseling/ Aug Director of Cat Programs 2011	Independent Study and Credit/ Grade Recovery Year-round	$**270000	LCFF Base
c) Providing imbedded study sessions and "extended time" tutoring programs for "hotlisted" students identified as risk (PBIS)	Counseling	Staffing	$** See 1.7	Title 1, PCOE Grant
d) Maintaining AVID tutoring and study sessions (WICOR) strategies to help struggling students develop college level critical thinking skills	District AVID coordinators, Cat Program Director/August 2011	AVID Summer InstituteTutors	$**36893	Title I, LCFF Base
e) Providing Transportation after school hours for students in 5th period, tutoring, and imbedded interventions	Drivers and staff/ LCAP	Staff and Transportation costs	$50000	LCFF Supplemental
f) Identifying and recruiting struggling students for embedded intervention study sessions that increase student academic achievement	Counseling, Teachers / since 2012	Imbedded intervention schedule and 5th period	$**491,010	NA

	Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	g) Opening libraries and career centers for greater access to literacy resources and technology after school	Librarians and staff/ LCAP	Staff and Career Center Tech costs	$104000	LCFF Supplemental
	h) Providing online Credit Recovery , Grade Recovery in all core areas, and reduced graduation requirements at alternative schools for accelerated student achievement in Core courses.	Asst Supt Curriculum/ since Aug 2010	Blended Learning Credit Recovery Grade Recovery	$**270000	LCFF Base
4.	Increased access to technology:				
	a) Applying Cognitive Tutor, Google apps, EDGE, English 3-D tutoring programs 24/7 to assess and support struggling students skill level and provide students with self-paced instruction in reading skills	Instructional Technology coordinator, Cat Program Director/Principal RHSCoordnator of IC/EL / since Aug 2011/12	Software program licenses	$119000	LCFF Base
	b) Using electronic resources in Blackboard, AERIES, Illuminate, Naviance that provide high-interest material to support college and career planning	College and Career Counseling	License for Naviance since August 2012, now district license	$**See 2.4	LCFF Base
	c) Expanding the bandwidth of Internet access for resources, including access to sources that engage students in applied learning.	Technology Director/year-round	Technology, computers, network,systems technicians, and Internet, Wifi	$300000	LCFF Base
	d) Using , Follett, ABC Clio, Gale Cengage, Destiny, to access and read resource articles related to current class topics	Librarians/ since Aug 2011	All annual resource licenses for schools	$30000	LCFF Base
	e) Providing 24/7 online tutorial services for ELA self-paced support	Blended Learning / Credit Recovery, Blackboard	Blackboard,Illumin ate Ed, Naviance, Wifi	$**300000	LCFF Base
	f) Using tutorial program interventions and intervention classes to prepare every student for success in ELA 9	Teachers and Learning Support Specialist of support tutoring and intervention	Homegrown reading programs	$**	Title I, LCFF Base
	g) Applying the SRA reading program for Students with Disabilities to improve reading/ writing skills	Spec Ed Director/Sept 2011	Special Education materials	$16000	Special Ed, IDEA
	h) Using Mobymax, Unique Learning Systems, Naviance, EDGE online resources, Quizlet, BookShare, Read/Write Learning Style, Newsela, News2You, Khan Academy, Ed Puzzle to support reading skills	Spec Ed Director/Sept 2015	Licenses, computer hardware/ software	$35000	Special Ed, IDEA
	i) Training students for technology tools used in preparation for SBAC testing	Instructional Technology Coordinator, Teachers, Director of Cat Programs, Director of Technology, SBAC	Chromebooks, Mobile devices	$**900000 $**250000	Common Core, LCFF Base
	j) Equipping all teachers with mobile devices to accelerate student learning through best practices on literacy.	Dir of Tech, Tech Coordinator, Staff Develop	Laptops, tablets, Ipads, mobile devices	$**250000	LCFF Base
5.	Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a) Assigning department (CCAT) leaders to develop Essential Learning Outcomes, to develop mid-year plans, to craft performance-based assessments, and to recommend and provide professional development activities for fellow teachers.	Assistant Principals, Lead Teachers, CCAT, CCIM release periods	Release time, stipends Coordinators	$**See 1.1	LCFF Base, Common Core
b) Providing training for tutors, credit recovery, grade recovery, unit recovery in the use of Blackboard and Google training.	Instructional Technology Coordinator, Blended Learning Director, Summer Session administrator/ since Fall 2012	Teacher compensation and professional growth hours/credits	$**270000	LCFF Base
c) Providing training for teachers and trainers on ERWC, English 3-D, EDGE, Instructional Practices, Transitional Leadership	Staff Development Specialists, Assistant Supt, CSUS trainer	Compensation for teachers and presenters	$**15598	Title II, Grants
d) Providing BTSA/NTI training including activities that focus on the Calif Standards for the Teaching Profession	Staff Development Specialists/since Aug 2011	BTSA mentors and training sessions SDS	$**130000	Title II
e) Extending Administrator training to include an extensive training on cognitive coaching, transformational leadership, productive struggling, instructional practices, questioning, academic vocabulary to improve student performance in reading.	Cat Prog Director, Staff Development Specialists, Asst Supt Curriculum/ Exec Director of C&I	Cost for training	$**768000	EEP Grants
f) Coordinating English Learners training in Struggling Learners Strategies, addressing the Hispanic EL population, Title III accountability, long-term English Learners, writing an EL master plan, vocabulary development, graphic organizers, technology skills, internet research skills, motivation/behavior theories, administering the CELDT and creating coherent programs for ELs.	IC/EL Coordinator, Cat Prog Director /monthly	Professional Development Training ELD, Laurie Olsen, EDGE, English 3D, Kate Kinsella	$**43000	Title III
g) Creating lessons and learning targets matched to CCSS standards for professional development days (3) training	CCAT Core and Applied Core since August 2011, Teachers updated three times annually at regular (weekly) meetings.	Collaboration and Staff Development release time	$100000	LCFF Base, Curriculum Cash
h) Providing professional development (PLT/PLC) on instructional strategies for reading and writing	Staff Development Specialists, PLC Training	Trainers and training on PD#1, PD#2, PD#3. admin retreat and kickoff	$750000	Title II, LCFF Base
i) Team-teaching among applied core teachers and general core teachers/classes for differentiated instruction and career prep	Exec Director of C&I, All Applied Core instructors in PLT's including Prog of Study	Professional development, curriculum, materials, DCA Grants	$**1800000	LCFF Base, Perkins, CRANE, CTEIG Grants
j) Developing awareness and training on "hotlisted" students.	Spec Ed Director/since Jan 2012	Conference and Substitute costs	$70000	Special Ed, IDEA
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a) Convening monthly Continuous Improvement Leadership Team meetings to assess district-wide and school data to improve education practices and staff development that increase student achievement.	Exec Director of C&I, Staff Development Specialists, Asst Supt Curriculum/since 2011	Supplies	$**5000	LCFF Base
b) Documenting School Site Council, DELAC, ELAC, P2P, LCAP, AP/IB, CTEAC meetings for staff, parent, student and community	Coordinator of IC/EL, LLS, Principals/monthly 2012	Supplies, postage, translators	$**25000 for 5 schools	LCFF Base, Title 1
c) Delivering and posting CST, CELDT, EAP, PFT, and CAHSEE assessment results in Homelink, Blackboard, Illuminate Ed, Naviance for systematic, timely, and directed intervention information	Cat Program Director/ IC/EL Staff 2011-2012	Postage, counseling time	$**300015	LCFF Base
d) Providing New Teacher Institute (BTSA/NTI) support for district teachers to clear full teaching credentials	Providing New Teacher Institute (BTSA/NTI) support for district teachers to clear full teaching credentials	Training, mentoring, materials, PDC, SDS	$28000	LCFF Base
e) Providing Board meetings, public hearings, Parent Advisory meetings, public forums, and parent input sessions by site regarding annual updates of the SARC, SSPSA, LEAP, LCAP Plans	Exec Director of C&I, Principals, Staff Development Specialists, Asst Supt Curriculum, Staff	Multiple meeting schedules	$**4500000	LCFF Supplemental
f) Communicating with students, parents, and community through Aeries, Aeries AIR/Homelink, Blackboard Connect, Naviance, Personal Finance online course, etc.	Instructional Tech Coordinator, Database Analyst	Hardware, software, training	$**100000	Title I, LCFF Base
g) Providing English as a Second Language classes for parents at Roseville Adult School and local elementary schools, including GED in Spanish	Exec Director of C&I, Director of Consolidated programs, Asst Supt Curriculum/	Training and meeting supplies	$**	LCFF Supplemental
h) Collaborating with Sierra College and community adult schools to provide transition services for college and career readiness.	RAS Principal/ Sierra College, Community	Program development	$306000	WIA Grant, AB86
i) Monitoring students and parents through Student Attendance Mediation (SAM) for excessively truant students including providing needed transportation and social worker support to families.	Exec Pupil Pers Director, Assistant Principals, YSO	Staffing	$113000	LCFF Supplemental
j) Providing New Teacher Institute (BTSA/NTI) support for district teachers to clear full teaching credentials	Asst Supt Curriculum, Exec. Director of ECurriculum/Comp leted by June, 2016	Training, mentoring, materials, PDC, SDS	$28000	LCFF
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Developing benchmark assessment and performance tests (including partner middle school English teachers) that define the rigor of curriculum, assessment, certification for career/college readiness.	Asst Supt Curriculum/Dir of Cat, Coord of IC/EL, DBA annually	English (ELD) staff/instructors/su pport EDGE	$**40000	Title I, LCFF Base

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Providing Credit/Grade Recovery and tutorials to increase student achievement of EVERY student in every school in Summer Sessions and extending year-round	Summer Session Admin, Blended Learning Director/since Aug 2011/TBD	Training, staff development, PLC	$**270000	LCFF Supplemental
c) Using individualized, self-paced assessment and instruction in reading and other academic areas for struggling learners taking Credit Recovery, Grade Recovery, Unit Recovery, and other tutorials.	Cat Program Director	MFT, Social Worker, LSS services/staffing	$50000	Title I
d) Decentralizing intervention (IC counselors) with students at all school sites for remediation, with emphasis on EL students' support and well-being	Coordinator IC/EL Counseling since /ongoing	Staffing and McKinney Vento Act	$**37846	McKinney-Vento, Intervention Funds
e) Using Blended Learning programs for students needing remediation based on multiple measures assessments.	Blended Learning Director/ 2011	Staffing, materials	$**270000	LCFF Base
f) Blending three independent elementary partner districts, teachers and parents to counsel and pre-register incoming special education students, for accommodations and modifications in the instruction (IEP)	Spec Ed Director/ April 2011	Workability	$190000	Special Ed, IDEA
g) Providing Adult Basic Education (ABE) courses and high school completion courses to community members seeking diplomas or their GED (in Spanish) certificate or CHSPE	RAS Principal/2011-2012 school year.	Staffing, materials	$279000	Adult Education Funds, WIA Grant
h) Prescribing Summer Bridge (SBI) instruction including literacy and applied core elective options for students to consider Common Core real-world applications and careers	PPS Dir, Cat Program Director, IC/EL counselor	Staffing, materials	$30000	LCFF Base, LCFF Supplemental, Title I
i) Introducing Family Support Team and Wrap-around counseling for comprehensive intervention efforts to students, family, and community	Curriculum, PPS, Cat. Program Director	Counseling, Social Worker services	$103000	LCFF Supplemental
j) Transporting and supporting students to the College and Career Readiness workshops	Coordinator of IC/EL	Cesar Chavez Youth Conference	$**5000	LCFF Base, LCFF Supplemental
8. Monitoring program effectiveness:				
a) Reviewing progress from the state's standards-based assessment system, including the CST 10th grade Science, Standards Based Tests (SBAC), and Early Assessment Program.	Asst Supt Curriculum. Dir of Cat /Assessment/ Oct 2011	Notifications, testing coordination	$**30015	LCFF Base
b) Using State and Federal test results to monitor programs at the departmental, site, and district levels to increase student achievement and improvement instructional practice. District schools regularly compare their data with similar schools' data and report to the Board.	Principal/Sept 2011	SSPSA, DBAnalyst of AERIES.NET	$**90000	LCFF Base
c) Developing a Single Plan for Student Achievement for each site; monitoring progress with School Site Councils and significant subgroups' input data.	Principal/Sept 2012	Report from SSPSA, SMS Illuminate Ed addressing every parent/ every student, DTS	$**56000	LCFF Base
d) Using term grades and other data results to identify "hotlists" of students for support and tutoring programs.	Principal/Sept 2011 IC/EL Counseling	IC/EL services, DBA staffing	$**90000	LCFF Base, LCFF Supplemental

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e) Leading Continuous Improvement Leadership Team (CILT) to monitor data and progress on key district initiatives and review curriculum and instruction for CTE requirement of Personal Finance Course	Asst Supt Curriculum, Exec Director of C&I, Prof Staff Develop Specialists/ monthly	Supplies and materials	$12000	LCFF Base
f) Reporting monthly to and from the Assessment and Support Team LCAP (AST-LCAP) on student achievement/behavior	Asst Supt Curriculum, Exec Director of C&I./ monthly with SRC	AST/LCAP/EL/SPED support	$**4500000	LCAP Grant, LCFF Base
g) Norming and scoring work regularly to ensure consistent assements and lignment of grading for mastering grade level standards	ELA Teachers and DWA DCA Coordinators	Documentation, records from DWA/DCA	$**25069	LCFF Base
h) Monitoring the Early Assessment Program English (EAP) test for all Junior-level students for readiness and remediation in preparation for college admission.	Dir of Cat testing	Develop and PD Early Assessment Program, CST records, Aeries, CSUS, CS	$**18000	Title II, LCFF Base
i) Supporting Specialized Academic Instruction, Transition Services, Psychological Services, Occupational Therapy, Physical Therapy, Health/Nursing Services, Vision Services, Audiology Services, Assistive Technology Services, Speech and Language Therapy, Orientation and Mobility Services, Transportation Services on a regularly scheduled basis.	Exec Dir of Personnel, Cat Program Director, /Family Support Team/ WIC pilot 2011	Services and agencies	$**200000	Special Ed, IDEA, SELPA
j) Monitoring student gains in ESL, Adult Secondary, and GED through Comprehensive Adult School Assessment System (CASAS)	RAS Principal	Staffing	$**279000	Adult Ed funding, WIA
9. Targeting services and programs to lowest-performing student groups:				
a) Supporting EVERY 8th, 9th, and 10th grade struggling student on Standardized tests/CST/CAASPP for increasing student achievement.	SCOE ERWC /Feb-May 2011	Staffing, Certificate	$**8500	LCFF Base
b) Directing intervention in critical reading and writing classes during the school year with ERWC, Blended Learning, Credit Recovery, DWA, DCA, EDGE and after-school individual teacher tutorials	Exec. Director of C&I, Principal/Sept 2011	Staffing, Prof Develop, Aeries, Illuminate ED and Credit Recovery	$**222480	LCFF Base, LCFF Supplemental
c) Directing extended hours and tutorial programs to Title I students.	Cat Program Director/Dec 2011	Staffing	$**37846	Title I
d) Targeting English Learners with ELD, reading, and writing assistance, including Common Core strategies.	IC/EL Coordinator, Staffing	Staffing and Prof development substitutes	$**118000	Title I, Title II
e) Leading Special Education structuring of Academic Lab courses to support and reinforce standards-based curriculum in every core class.	Special Ed Director Teachers/ August – December 2011	Program costs, staff development	$**1000	Special Ed, IDEA
f) Targeting EVERY struggling student in regular (monthly) student diagnostic benchmarks (all data points) and providing individualized "wraparound" and hot lists."	Exec Dir of PPS, Dir of Cat, Coordinator of IC/EL	PBIS Intervention Counselor OHS	$**112000	LCFF Base, LCFF Supplemental
g) Training instructors in AVID strategies across the curriculum to increase student achievement "Tutorology ".	AVID Coordinator/ July "Tutorology"	Staffing, Staff development, Summer Institute	$**36000	Title II
h) Ensuring students have course access to broad courses of study through incentives like "EOS."	Counselors, Staffing,	Implementation of EOS AP program at each site	$33000	LCFF Supplemental

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
i) Supporting Specialized Academic Instruction, Transition Services, Psychological Services, Occupational Therapy, Physical Therapy, Health/Nursing Services, Vision Services, Audiology Services, Assistive Technology Services, Speech and Language Therapy, Orientation and Mobility Services, Transportation Services on a regularly scheduled	Spec Ed Director/on-demand and as needed per IEP's	Services and agencies	$**50000	Special Ed, IDEA, LCFF Base
10. Any additional services tied to student academic needs:				
a) Nurturing student confidence and skill-building to develop project-based learning experiences and transition skills for college and real-world careers	Core and Applied Core/ Teachers CCAT	Training and Planning Professional Development Days (PD 1, 2, 3)	$**600000	LCFF Base
b) Targeting EL, homeless, foster and SED families for parent involvement programs, such as Parent 2 Parent, and Parent Advisory Council.	Cat. Programs Director, IC/EL Counseling	Staffing, Non-public agency services, Aeries, Iluminate Ed, Credit Recovery	$**180450	Title I, Title III
c) Coordinating Blackboard Connect services to support academic achievement of EVERY student	Principals, Instructional Tech. Coord, Systems support team	Hardware, software, training	$89000	LCFF Base
d) Implementing Illuminated Ed data management support to track progress on student achievement and improved instruction.	Principals, Instructional Tech. Coord, Systems support team	Hardware, software, training	$70000	LCFF Base
e) Introducing Naviance college and career support	Principals, Instructional Tech. Coord, Systems support	Hardware, software, training	$**68000	LCFF Supplemental
f) Increasing recognition and acknowledging bilingual fluency	Coordinator of IC/EL	Seal of Biliteracy, Staffing	$5000	LCFF Supplemental
g) Training on "next generation" student assessments in support of SBAC shift to CCSS. and Next Generation Science Standards	Asst Supt of Curr,, CCAT Lead teachers and Instructional Leadership Team	Staffing, substitutes, Prof Development	$**200000	Title II, EEP Grant
h) Training for staff on Reading like a Historian in support of SBAC shift to CCSS (Stanford-Joel)	Asst Supt of Curr, Lead teachers	Staffing, substititutes, Prof Development	$**20000	Common Core

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

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
a) Improving common learning targets aligned with common core standards (CCSS) for each core subject at each grade level to articulate at ongoing site collaboration.	Asst Supt Curriculum and Exec Director of Curr/Instr, Integrated Math Coach/ Sept/June 2015-2016	Release time, PD 1,2,3 Days	$**600000	LCFF Base
b) Using State Standards and Framework to align curriculum standards for each site with the CCSS.	Asst Supt Curriculum, Exec. Director of Curriculum and Instruction, Integrated Math Coach,	Collaboration schedules, PLT	$**200000	Common Core
c) Providing instruction on Integrated Math (Carnegie) support at each site, beginning in middle school, including all math teachers as part of a Clear the Path for Math (Common Core) initiative.	Integrated Math Coach, Asst Supts and Principals, since August 2012	Release time, Training UC Davis, Portland,	$100000	LCFF Base, LCFF Supplemental
d) Purchasing devices and professional development for teachers and students to use Common Core Integrated Math curriculum and intervention software on mobile devices	Instructional Technology Coordinator, Dist Math Coach, staff	Carnegie Standards-based math purchases and training	$91000	LCFF Base, LCFF Supplemental
e) Aligning resources for supplemental materials aligned with Carnegie textbook and with CCSS standards in Integrated Math	Exec Director of C&I, Asst Supt Curriculum, Integrated Math Coach/ Sept Sept/Oct 2011	Textbooks Board Policy 6661	$500000 for all core areas	LCFF Base
f) Providing "NTI" BTSA training for all first and second-year teachers to emphasize standards-based practice in all subjects including math	BTSA Coordinator, yearly process	Training, mentoring, materials	$**130000	BTSA, LCFF Base, Title II
2. Use of standards-aligned instructional materials and strategies:				
a) Purchasing materials aligned with the CCSS standards	Exec Director of C&I, Asst Supt Curriculum/ since Sept 2013, yearly	Textbooks and Instructional materials	$**500000 in all core areas	LCFF Base
b) Meeting regularly to norm and score work to ensure that students are assessed consistently and that students are mastering grade level standards.	Integrated Math Coach, Lead Teachers/CCAT 2014-2015	Collaboration time, Prof. Development	$**100000	LCFF Base
c) Creating lessons and learning targets matched to CCSS standards being taught.	Integrated Math Coach, Staff Development Team, CCAT, Teachers/since 2014	Collaboration time, PD 1,2,3	$**600000	LCFF Base

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Providing professional development (Single School Plan, SSPSA) on instructional strategies and materials for all instruction	Integrated Math Coach, Principal PD, Asst Supt Curriculum/Oct 2014	Math Training	$**50000	Common Core, Clear Path for Math
e) Coordinating with teachers in the Math Department at each school instructional practices based on the standards-based textbooks being used for the general population.	Integrated Math Coach, Asst Supt, Math Admin, Lead Teachers	UCDMP, CSUMP, OSU, Carnegie	$See 2.4	Common Core, LCFF Base
f) Implementing a program for significant subgroups (hotlists) to identify and encourage additional math support and Summer Bridge participation	Coord of Intervention Counseling, counselors, principals, teachers,	Text and program costs	$30000	Title I, LCFF Supplemental
g) Providing materials and strategies to promote college-readiness for every student to meet CCSS standards including translators and interpreters for significant subgroups	Integrated Math Coach, Cat Program Director/yearly	Instructional Strategies	$40000	LCFF Supplemental
h) Reviewing instructional materials based on individualized assessment for every Special Needs student, differentiating instruction.	Spec Ed Director/ since 2011	Specialist training and instructional materials	$35000	Special Ed
i) Assisting students in the core classrooms through Learning Support Specialists support and translators as well as support for programs like Seal of Biliteracy	Cat Program Director/ summer 2015	Training and home visits	$20000	LCFF Supplemental
j) Team-teaching among special education teachers and general core teachers for more individualized instruction.	Spec Ed Director/ Since 2011	Meetings and support for Academic Lab	N/A	Special Ed, IDEA
3. Extended learning time:				
a) Placing students from significant subgroups ("hotlists") in Math/ Academic Lab courses to increase the amount of time during the school day that students with low skills spend learning critical reading and writing skills	Asst Principal, Spec Ed Director/ since 2011	Staffing	$**670322	LCFF Base
b) Identifying "hotlist" students and providing software support (Cognitive Tutor) Common Core Integrated Math during the regular year and through Credit Recovery, tutoring through Blended Learning.	Integrated Math Coach, CCAT Leads, Counseling/ Aug 2014	Independent Study, Credit Recovery, Illuminate, Aeries	$**222480	LCFF Base
c) Providing continuous specialized instruction in math classes for students identified with IEP's.	Spec Ed Director.	Staffing	N/A	Special Ed Funds
d) Appointing AVID-type tutors to help students develop college and career-level critical math skills	Cat Program Director/ Aug 2011	AVID Tutors	$**45,000	Title I, LCFF Base
e) Designing and assigning students to SDAIE math classes to bridge the transition of students to college preparatory courses meeting UC a-g.	EL Coordinator, Aug 2011	Staffing and support materials	$12000	Title I
f) Restructuring math sequence of courses to include an additional ACCESS level of pacing and focus to prepare students for a mainstreamed math class.	Integrated Math Coach, Principal/ 2013	Staffing	$15000	LCFF Base

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
g) Reducing and focusing graduation requirements on core courses at alternative schools for increased student achievement through diversified learning.	Asst Supt Curriculum/ since 2010	Alt Education strategies with Blended Learning, Accelerate and Blackboard	$**5000	Title I, LCFF Base
h) Identifying CAASPP preparation work prior to examinations	Counseling/ Teachers since 2011	Counseling and Retention, Summer Session	$**5000	LCFF Supplemental
4. Increased access to technology:				
a) Using Measuring Up, CaHSEE Revolution, and software tutoring programs to support student skill level and provide students with self-paced instruction in math skills	Instructional Tech Coordinator, Integrated Math Coach, Cat Program Director/ Counselors Aug 2011	CaHSEE Revolution or other software licenses	$**15,000	Title I
b) Using Instructional Materials with software packages to increase Special Needs math skills	Spec Ed Director/ Aug 2011	Special Education	$**9000	Spec Ed, IDEA
c) Including 24/7 online tutorial services for math self-paced support	Blended Learning Director since 2011	Blackboard, Aventa, and Accelerate	$**150000	LCFF Base
d) Using technology, computers, graphing calculators, and tablets in appropriate classes.	Teachers/year-round	Chromebooks, mobile devices	$**900000	Common Core
e) Increasing use of AERIES Homelink and, Blackboard Connect, to engage families on student progress and increasing student achievement	Instructional Tech Coordinator, Database Analyst, Asst principals/Aug-Dec 2011	Technology Staff, mobile devices	$**250000	LCFF Base
f) Training every staff member to use the student information system which supplies academic performance data on every student.	Instructional Tech Coordinator, Database Analyst/since 2014	Aeries, Blackboard and Illuminate Ed.	$**168000	LCFF Base
g) Applying programs for Special Needs students to improve skills	Spec Ed Director/ since 2010	Special Education	$9000	Special Ed, IDEA
h) Providing mobile devices for all staff and 1-to-1 pilot programs to transition to Common Core	Instructional Tech Coordinator, Database Analyst/since 2014	Equipment and training	$200000	LCFF Base
i) Extended availability of blended learning to include Grade Recovery in all core courses in addition to expanded Credit Recovery to support struggling learners	Instructional Tech Coordinator, Blended Learning Coordinator, Database Analyst/since 2014	Blended learning programs and AERIES	$**264269	LCFF Supplemental
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) Meeting with department leaders to assess student learning needs, to develop benchmark plans to meet those needs, to oversee the implementation of transition to CC Integrated Math, and to provide professional development activities.	Integrated Math Coach, Principal/ Mar 2015	Release time Coordinators, CCAT	$**120000	LCFF Base, Clear Path for Math

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Providing training for tutors (including bilingual), to explain and utilize Credit Recovery and general instruction on use of Blackboard and advanced training.	Integrated Math Coach, Instructional Technology Coordinator, Blended Learning Director/Oct 2014	Teacher compensation and professional growth for attending training	$**222480	LCFF Base
c) Scheduling collaboration time and release periods to develop assessment measures tied to state standards	Integrated Math Coach, Asst Supt Curriculum/ since 2012	OSU, Carnegie, Gendron, Kanold, Bailey, Callahan, etc training	$**100000	Clear Path for Math
d) Providing "NTI" BTSA training, with activities that focus on the use of standards-based math materials	BTSA Coordinator/since 2011	BTSA mentors and training sessions	$**130000	Title II
e) Completing administrator training, which includes an extensive section about the use of standards-based math instructional materials	Integrated Math Coach, Cat Program Director/yearly	Cost for training and subs	$**15642	LCFF Base
f) Coordinating English Learners training in AVID Strategies, addressing the Hispanic EL population, Title III accountability, long-term English Learners, writing an EL master plan, vocabulary development, graphic organizers, parent ambassadors, technology skills, internet research skills, motivation/behavior theories, administering the CELDT and creating coherent programs for ELs.	Cat Program Director, Coordinator of IC/EL, Counselors / since 2012	Collaboration time, conferences, workshops ELD Dr Lampkin	$**15000	Title III
g) Training in Remediation in Math Studies (UCDMP) training with fellow instructors county-wide to learn and share terms and strategies to improve communication to every student, including English Language Learners.	Integrated Math Coach, Asst Supt Curriculum, since 2012	Online connections	$5603	Clear Path for Math
h) Providing ongoing professional development for math teachers after school and evening training sessions for specific Integrated Math level teachers	Integrated Math Coach, Special Ed Director/ TBD	Carnegie and other instructional materials	$3000	LCFF Supplemental
i) Leading each Special Needs department to establish SMART goals for implementing the transition to Integrated Math from middle school forward to high schools	Spec Ed Director/ Aug 2014	Course 1, 2,3 Carnegie Training	$**4000	Special Ed, IDEA
j) Developing awareness and training sessions on autism.	Spec Ed Director /since 2010	Substitution Costs	$4000	Special Ed, IDEA
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Convening monthly Continuous Improvement Leadership Team (CILT) meetings to assess district-wide and school data in order to improve instructional practices in Common Core strategies that leads to an increase in student achievement.	Asst Supt Curriculum,Exec Director of C&I /Sept 2014 monthly	Supplies	$**2500	LCFF Base
b) Maintaining School Site Council, including staff, parent, student and community representatives, and reporting on overall student assessment results in transition to Common Core and Integrated Math, while communicating the results to the entire school community.	Integrated Math Coach, Principal/monthly 2014	Communication tools including Blackboard Connect	$**25000	LCFF Base

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Sending each parent his/her student's individual Standards-based (SBAC) and CAASPP assessment results with explanation of how to interpret results and attend skill development classes and programs. Counselors (IC) will meet with parents on an individual basis to discuss their child's progress.	Cat Program Director/ Admin. Assistant/Principals 2014	Blackboard Connect, Webpage, etc.	$**30015	LCFF Base, LCFF Supplemental
d) Sharing instructional strategies among teachers in collaboration sessions and common assessment reviews of all core subject areas for use in improving student calculation and computation skills	Integrated Math Coach, Principal/ Sept-Oct upon test scores release	AERIES, teacher time Release and collaboration time	$**20000	LCFF Base
e) Engaging department leaders and participants regarding strategies for extending applied math skills across the curriculum	Integrated Math Coach, Math teachers/ Aug-Jan 2014	Release time	$5000	Clear Path for Math
f) Engaging parents, students, and community through AERES Homelink and Blackboard Connect about the transition to Integrated Math and Common Core	Integrated Math Coach, Cat Program Director, Coordinator of IC/ EL, counselors, /Aug 2014	Hardware, software, Home visits	$**42252	Title I, LCFF Supplemental
h) Supporting improved parent communication through Parent 2 Parent. Community open meetings with parents elicits feedback about parents' needs.	Learning Support Specialist, Coordinator of IC/ EL, counselors, / Oct 2014	Training and meeting supplies	$**30000	Title I. LCFF Supplemental
i) Monitoring students and parents through Student Attendance Mediation (SAM) for excessively truant students	Executive Director of Personnel/Sept 2011-monthly	Staffing, YSO	$**210000	LCFF Base
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Developing performance assessments with partner middle school Math teachers that define the rigor of work required for high school readiness.	Integrated Math Coach, Asst Supt Curriculum/ Aug 2012	Math department representatives, substitutes	$**30000	Clear Path for Math
b) Providing Credit/a-g Recovery and tutorials (Unit Recovery) to increase student achievement of every student in every school beginning with Summer Sessions for students needing remediation in Integrated Math.	Integrated Math Coach, Asst. Superintendent Curr/ August 2014	Carnegie Training, PLC training, staff development, institutes	$**150000	LCFF Base, LCFF Supplemental
c) Using individualized, self-paced assessment and instruction in mathematics (Cognitive Tutor) and other academic areas for students' support.	Integrated Math Coach, Cat Program Director/ Dec 2015	Software license; Aventa, Accelerate, Illuminate Ed	$56000	Title I, LCFF Supplemental
d) Intervening (IC Counselors) with students at all schools where the need for remediation based on CAASPP results with emphasis on EVERY student as career and college ready.	Counseling/Dec 2011	Staffing and McKinney Vento Act	$**70000	LCFF Supplemental
e) Using ACCESS and Blended Learning curriculum for at-risk students needing remediation based on SBAC/ CAASPP results.	Integrated Math Coach, Blended Learning Director/ Dec 2011	Staffing, materials	$**150000	LCFF Base, LCFF Supplemental
f) Meeting protocols from three independent elementary partner districts , teachers, and parents to counsel and pre-register incoming special education students,for accommodations and modifications in instruction (IEP) & (504).	Spec Ed Director /April 2011	Workability	$**190000	Special Ed, IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
g) Offering Adult Basic Education (ABE) courses and high school completion courses to community members seeking diplomas, a GED certificate or CHSPE as part of Workforce Investment Opportunity Act	RAS Principal/2011-2012 school year	Staffing, materials	$**337646	Adult Education Funds, WIA Grant
h) Collaborating among middle schools, alternative schools, and the comprehensive high school math departments for vertical alignment of math standards and sharing instructional strategies, curriculum, professional development, and instructional materials.	Integrated Math Coach, Asst Supt Instruction since 2013	Release time	$**30000	Clear Path for Math
i) Using pilot programs for struggling students transitioning into Common Core Integrated Math	Integrated Math Coach, Principals, staff/February-2015	Equipment, staffing, curriculum	$1000	LCFF Supplemental
h) Pre-registered incoming 8th grade at-risk students for Summer Bridge (SBI) August 1 instruction	PPS Dir, Cat Program Director, May 2011	Staffing, materials	$30000	LCFF Supplemental, Title I
8. Monitoring program effectiveness:				
a) Reviewing progress from math term grades, the state's standards-based assessment system (E.G. SAT, ACT, PSAT), CCSS Standards Tests and CAASPP.	Integrated Math Coach, Cat Program Director, Exec Pupil Personal /spring 2015	Roseville Connect,	$**30015	LCFF Base
b) Using State and Federal test results to monitor programs at the departmental, site and district levels and to increase student achievement and improvement instructional practice. District schools regularly compare their data with similar schools' data and report to the Board as part of Single School Plans.	Principal/since 2011	Materials, Board Goals Workshop, Core Values, Board Review, Aeries	$**25350	LCFF Base
c) Developing principal presentations of Single Plan for Student Achievement by each site which monitors progress of significant subgroups (hotlists) for School Site Council and Board input	Principal/spring 2015	Dataquest, DTS data and report	$**25000	LCFF Supplemental
d) Using California Standards Tests and CAASPP results to determine and identify "hotlists" of students recommended for Integrated Math 1 skills development classes (ACCESS) and tutoring programs (Cognitive Tutor).	Asst Supt Curriculum, Integrated Math Coach, Cat Program Director, Exec Pupil Personal /spring 2015	Chromebooks	$**900000	Common Core
e) Meeting monthly with the Continuous Improvement Leadership Team (CILT) to monitor progress on key district indicators and review curriculum and instruction.	Asst Supt Curriculum, Exec Direct of C&I/ monthly	Materials, Curriculum Restructuring Proposals	$**2500	LCFF Base
f) Reporting monthly to/from the Assessment and Support Team (LCAP). AST reviews data (AERIES Analytics) from state and district reading and writing assessments as well as core areas.	Asst Supt Curriculum/ monthly	Materials and Aeries.net data	$**25000	LCFF Base
g) Meeting regularly in Intervention Response Teams/Student Study Teams (PBIS), to identify interventions for students	Spec Ed Director/ weekly	Documentation, records	N/A	Special Ed Funds
h) Administering the College Entry Level Math (ELM) test to all junior eligible students for college readiness and remediation.	Asst Principal/March	Early Assessment Program, Standards based records, Naviance	$**17960	LCFF

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
i) Supporting Specialized Academic Instruction, Transition Services, Psychological Services, Occupational Therapy, Physical Therapy, Health/Nursing Services, Vision Services, Audiology Services, Assistive Technology Services, Speech and Language Therapy, Orientation and Mobility Services, Transportation Services on a regularly scheduled basis.	Cat Program Director Family Support Team/ Oct 2011	Services, agencies	$**50000	Special Ed, IDEA, LCFF Base
j) Monitoring student gains in ESL (CELDT), Adult Secondary, and GED through Comprehensive Adult School Assessment System (CASAS)	RAS Principal, July 2011	Staffing	$See 7.7	Adult Ed funding, WIA grant
9. Targeting services and programs to lowest-performing student groups:				
a) Supporting 8th, 9th, and 10th grade students who perform at the Below Basic or Far Below Basic levels on the Math California Standards Tests with Blended Learning tutorial and courses.	PCOE, February-since 2010	Staffing	$See 8.3	LCFF Supplemental
b) Directing intervention in extended math proficiency support classes during the school year, Blackboard support, Blended Learning, Credit Recovery, Grade Recovery, Unit Recovery, and after-school individual teacher tutorials	Principal, Teachers, Counselors/Sept	Staffing, Materials, Hardware/Software	$**286000	LCFF Base
c) Directing imbedded interventions and after-school Homework Support Centers (5th Period) and tutorial programs for Title I students.	Cat Program Director/Dec 2010	Staffing	$**33719	Title I, LCFF Supplemental
d) Targeting math learners with Integrated Math assistance in the classroom including Academic Lab and Unit Recovery and other intervention strategies.	IC/EL Counseling, Dir Cat Programs, Teachers, Math Coach	Staffing and Staff development	$**100000	Title I, LCFF Base, Common Core
e) Leading Special Education structuring of Academic Lab courses to support and reinforce standards-based curriculum in every core class.	Special Ed Director/ August – December 2010	Program costs, staff development	NA	Special Ed. Funds
f) Targeting PI and Alternative Schools in regular (mid-year) student diagnostic benchmarks (all data points) and providing individualized "wraparound" processes (Whatever it Takes) for every student in ELA and math to increase student achievement.	Alt Ed Principal, GAP Counselor/monthly	Family Support Team (FST) and Intervention Counseling (IC) (MFT), PBIS	$**200000	LCFF Base
g) Training instructors in AVID strategies across the curriculum to improve student achievement.	AVID Coordinator/ July each year	Staff development, Summer Institute	$**36000	Title II, LCFF Base
h) Monitoring by case managers student progress goals (C6) quarterly to assess the core areas, especially ELA and math	Spec Ed Director/ 2xyear with case managers	Services	$**1000	Special Ed Funds
i) Supporting Specialized Academic Instruction, Transition Services, Psychological Services, Occupational Therapy, Physical Therapy, Health/Nursing Services, Vision Services, Audiology Services, Assistive Technology Services, Speech and Language Therapy, Orientation and Mobility Services, Transportation Services on a regularly scheduled basis.	Spec Ed Director / on-demand and as needed per IEP's	Services and Agencies	$**50000	IDEA, LCFF Base
10. Any additional services tied to student academic needs:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
a) Expanding capacity to offer services within the school site; expanding utilization of the SRA Corrective Reading program and the Reasoning & Writing program at school sites.	Special Education Dept, Spec Ed Director	Non-public agency services	N/A	Special Ed, IDEA
b) Targeting EL, homeless, foster and SED families for parent involvement programs, such as Parent 2 Parent and District Advisory Committee.	Cat. Programs Director, IC/EL Counseling	Staffing, Non-public agency services, Credit Recovery, Illuminate Ed. and Aeries	$**180450	Title I, Title III, LCFF Supplemental
c) Meeting with EL and SED parents in the community	Cat. Programs Director, IC/EL Counseling	Staffing	$**180450	Title I, Title III, LCFF Supplementall
d) Implementing Illuminated Ed data management support to track progress on student achievement and improved instruction.	Principals, Systems support team	Hardware and software	$56000	LCFF Base
e) Developing individualized analysis of students' needs through a collaboration process	Spec Ed Director/ Aug/Dec 2011	Peer Individual Education Plan review process and training	NA	PCOE/SELPA
f) Adapting to CCSS and Integrated Math standards for struggling students for seamless shift to Career/ College Readiness	Asst Supt Curr/ Lead teachers	Training and planning days at each site Carnegie 1,2,3 ACCESS	$25000	Common Core
g) Differentiating instruction with specific teaching strategies to reach out to special learning needs of students	Spec Ed /Coord of IC/EL Directors/August 2013	Graphic Training and planning	NA	Special Ed, IDEA

Performance Goal 2:
All limited-English-proficient (LEP) 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
Required Activities

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:

   a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;

   a. EVERY student of the Roseville Joint Union High School District will reach high levels of academic achievement. They will learn at college and career-ready standard levels through programs and activities that are developed, implemented, and administered in accordance with the Common Core State Standards. English Learner students will meet annual measurable achievement objectives that are essential and are assessed regularly for progress. Early and consistent identification through a home language survey followed by annual administration and results from the California English Language Development Test (CELDT) allows staff to properly place and support English Learners in English Language Development classes that accelerate English proficiency. Students begin career and college-ready curriculum immediately with additional support that leads to more rapid reclassification of fluent English proficiency (RFEP). After reclassification, students continue to receive support needed for improved academic achievement for EVERY student.

   b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

   b. Limited-English-Proficient (LEP) students will become proficient in English and reach the same high standards by attaining minimum proficiency or better in reading and math. Although the RJUHSD LEP population has fluctuated in proficiency, as determined by data between 2005 and 2011, the decentralization of English Language services, reaching out to home schools of every student, have provided much improved results in annual measurable achievement objectives (AMAO). Curriculum, instructional materials, benchmark assessments, and consistent professional development year-round, have yielded a greater number and percentage of EL students reaching proficiency. After reclassification, students continue to receive support in mainstream UC/CSU a-g classes.

   c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
      - meeting the annual measurable achievement objectives described in Section 3122;
      - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
      - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);

   c. Implementing the recently developed and board-approved EL Master Plan, parent and community members are active participants in the RJUHSD LEP programs. The district's annual Title III entitlement is approximately $87,000. As detailed in Performance Goal #1, funds are committed to providing all struggling learners with interventions for success. All students, including all English Learners students, will participate in the statewide assessment program including the Smarter Balanced Assessment Consortium (SBAC) testing in English Language Arts (ELA) and math to measure students' progress towards proficiency. Statewide targets in English Language Arts (ELA) and math will be applied to significant subgroups ("hotlists") of English Learners (EL) to determine whether EL students have made adequate yearly progress.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
d. Describe how the LEA will promote parental and community participation in LEP programs.	d. Parents of English Learners serve on advisory committees (ELAC, DELAC, External Entities) to discuss and evaluate programs and services. These committees meet a minimum of twice yearly, and monthly in most cases. Results are reported to School Site Councils and the Board, to parents and the community in the school and district accountability report cards, and posted on the Internet. The district annually consults with parents and community to review and adjust the services and support provided through the Local Control and Accountability Plan.
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	To ensure students are reaching English proficiency, teachers implement standards-based benchmarks, formal teacher assessments and daily formative teacher assessments to identify areas of concern. In order to meet student needs and increase success, teachers work in Professional Learning Communities (PLC) and implement intervention strategies that are monitored regularly and annually reviewed for student achievement. Scientific research-based curriculum by Dr. Kate Kinsella (English 3-D) is currently utilized as an instructional tool within the RJUHSD. English 3-D addresses the needs of English Learners and is approved by the Common Core State Standards. English 3-D is being used as a supplemental text with EDGE (2010) series. The EDGE series (Fundamentals, A, B, and C) is the primary curriculum for students designated CELDT levels 1-5. To ensure student achievement beyond minimum compliance standards, RJUHSD will emphasize and Local Control Accountability Plan (LCAP) which addresses "Eight State Priority Areas" and goals under seven locally-developed themes. Several plans have been proposed for implementation. For instance, RJUHSD offers trained bilingual Intervention Counselors and Learner Support Specialists to support academic achievement for long-term English Learners. Technology hardware and software have been purchased to assist with improving student performance. Software includes, Rosetta Stone, which offers additional support to increase English language academic vocabulary and structure. These and other applications are used concurrently with EDGE and English 3-D to improve reading strategies. A common theme in all core and applied subjects will be the infusion of literacy skills. Math, science, and social science will include performance-based learning that requires reading, writing, speaking, listening and presentation skills in accordance with Common Core State Standards. Local formative assessments and the annual standards-based assessments in reading and math are used to measure the increase in students' academic achievement. A comparison of the aggregate achievement growth of LEP students with the average achievement growth of all students is used to evaluate program effectiveness in all core subjects.
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children;	Fully-Highly Qualified (HQT), CLAD certified teachers instruct students daily. Best practices in instruction are developing to improve achievement of those students struggling for any reason, especially Limited English Proficient.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	Teachers will receive training on culture awareness and appreciation of diversity in order to "meet students where they are" (MWA) and use the curricula, assessment measures, and instructional strategies that best engage limited-English-proficient students.
c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	As referenced earlier, RJUHSD staff has attended multiple training, workshops and professional development opportunities to gain skills and knowledge on best practices and EL strategies. Workshops led by respected leaders in education who focus their work in English Learners include Dr. Kate Kinsella and Dr. Laurie Olsen. Both, Dr. Kinsella and Dr. Olsen directly address English Learner needs-based on research findings. RJUHSD has adopted and implemented many of the research-based strategies from both Dr. Kinsella and Dr. Olsen in our own regularly-scheduled locally-controlled professional development release days. This way, teachers and administrators receive ongoing and sustained staff development training in the current and the most effective instructional strategies that develop effective instructional assessments and sustainable curriculum. Staff have been fortunate to engage in training from the likes of Marzano, DuFour, Mattos, Schmoker, Stiggins, Kinsella, Olsen, etc. in recent years, and are now involved Professional Learning Teams to share and refine instructional strategies during weekly collaboration time.
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	Specifically, English Language Development (ELD) teachers train in the ELD components of curriculum, assessment, and best practices using adopted textbooks and supplemental materials specially designed to support achievement of English learners and struggling readers. Always looking to improve, the Coordinator of Intervention and English Learner Support attends and leads ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers' implementation of ELD strategies. The Coordinator of Intervention and English Learner Support also attends California Department of Education trainer-of-trainers staff development for CELDT administration and provides applicable site-by-site training throughout the district. Ongoing plans for professional development have been expanded to include an Executive Director of Curriculum and Instruction, a Technology Coordinator, and Math Coach added to an already-robust team of Staff Development Specialists' who calendar professional development for new and veteran teachers alike. This training is conducted on district-wide professional development days (three) as well as with specific groups in the district, including administrators, assistant principals, counselors, Beginning Teachers Support and Assessment (BTSA) participants and with various teacher Professional Learning Teams.
4. Upgrade program objectives and effective instruction strategies.	**Check if Yes: X** **If yes, describe:** The training for district administrators, principals and teachers described in #3 above is designed to provide all teachers with effective instruction strategies in ELD.

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	
Allowable Activities	

5. Provide:
   a. tutorials and academic or vocational education for LEP students; and
   b. intensified instruction.
	Check if Yes:
	X
	
	If yes, describe:
	a. Tutorials are regularly included during imbedded intervention time and after-school programs.. LEP students will be supported through Programs of Study and in county ROP programs throughout the year.
	b. Immersion LEP students are provided ninety-minute blocks of intensive ELD daily throughout the school year. Mainstream intermediate LEP students are also provided a ninety-minute block course daily throughout the school year. Advanced LEP students are heavily recruited into the district's AVID program.

6. Develop and implement programs that are coordinated with other relevant programs and services.	**Check if Yes:** X **If yes, describe:** The District coordinates LEP services with Special Education services for those students who meet both language and educationally disadvantaged criteria. It also supports LEP students' through an innovative program and grant called "Equality Opportunity Schools" to enhance Advanced Placement opportunities and to reach out in addition to current AVID and independent study students. Rigorous career technical education opportunities through the Programs of Study and ROP encourage a balanced education package. ELD support is enhanced at our continuation schools for those students requiring alternative academic instruction and language support.
7. Improve the English proficiency and academic achievement of LEP children.	**Check if Yes:** X **If yes, describe:** All programs and services for LEP students are focused on increasing English proficiency and academic achievement, as described in the first two sections above.

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -
   • 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.
	Check if Yes:
	X
	
	If yes, describe:
	In addition to improvements in communication through Homelink and, Blackboard-Connect for every student, the District has developed, in conjunction with the community, a "Parent 2 Parent" monthly support program. This is growing district-wide with the encouragement at school site meetings, including English Learner Aadvisory Councils. Students and parents receive electronic and written reminders regularly to help their children increase achievement. Information is provided in home languages as well as in English. Learning Support Specialists with EL Counselors at informational meetings discuss ways to help EL children improve academic achievement for college and career readiness. The Roseville Adult School (RAS) provides child-support and adult training for parents in English language development, high school graduation, GED citizenship opportunities, and Community Based Educational Tutoring (CBE). Outreach is offered throughout the community.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	

9.   Improve the instruction of LEP children by providing for -
    • 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.
	Check if Yes:
	X
	
	If yes, describe:
	Another theme within the Local Control Funding Formula and the Local Control and Accountability Plan involves expanded technology support, including district-wide Wifi at all sites. Hardware and software is installed as an integral resource to accelerate student learning. Accessibility to technology is enhanced with longer hours and more days that the school facilities opened and staffed with qualified persons in career education, blended and online courses, and counseling services targeted to support struggling students.

10. Other activities consistent with Title III.	**Check if Yes:** **If yes, describe:**

Performance Goal 2 (continued):
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	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	The CELDT is administered within 30 days of enrollment to children whose Home Language Survey indicates the home language is other than English. Parents are notified of placement recommendations in writing based on test results. Communication is provided in a language the parents understand. English learners who score at the beginning to early intermediate levels on CELDT are placed in Structured English Immersion (SEI).
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	English learners with reasonable fluency, scoring at the intermediate to early advanced levels, are placed in English Language Mainstream (ELM) support. Parents are also informed of their right to request an alternative program or different placement.
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;	Notification of recommended placement includes a description of both the SEI and ELM programs including the content, instructional goals, and extent of use of English and native language for instruction in each program.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	CELDT results reported to parents include levels for reading, writing, listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. For use in instructional planning, the results are shared with the student's counselor and teachers.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	The descriptions of the SEI and ELM programs explain how the programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their children to meet age-appropriate standards.
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;	Parents are also provided written criteria for reclassification (exit from the program). A written summary of the performance expediencies on CELDT, the CAASPP, and the District Writing Assessment for each year is provided.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening and speaking are considered in the development of their individualized educational programs (IEP.) Parents are consulted in the development of IEP objectives, which include English language proficiency objectives and core content objectives. IEP goals are established for all areas of relevant need based on assessment. Information related to the student's IEP is provided to parents in the native language whenever possible.
h. information pertaining to parental rights that includes written guidance detailing -	

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
i. the right that parents have to have their child immediately removed from such program upon their request; and	The written notification of CELDT results and recommended placement describes programs offered by the district and explains that parents can request another available program; the recommendation encourages parents to seek additional information and assistance from district and site staff regarding program selection.
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;	A waiver of exception is available to parents and students. Options are clearly spelled out in the English Learner Master Plan.
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.	Fully-trained counselors and Bilingual Learning Support Specialists assist parents in advising programs and methods of instruction.

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.

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.

Performance Goal 2 (continued):
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:	**Check if Yes:** X **If yes, describe:** RJUHSD encourages and promotes family literacy through multiple programs. Roseville Adult School (RAS) offers Adult Secondary Education which offers a WASC accredited high school diploma program and a GED preparation and testing program. In addition, RAS also offers English as a Second Language (ESL) classes. In the ESL class students can take advantage of citizenship preparation programs and Community Based English Tutoring (CBET) programs. . RJUHSD offers Career Technical Education, through Roseville Connected classes, where families can acquire computer skills in order to navigate RJUHSD Homelink for their child's attendance and grades. As a district we feel that parent outreach is essential. We have been able to reach and educate parents in various topics by various means. One example is the collaboration between RJUHSD and the local community church (St. Rose of Lima), where RJUHSD staff members have provided educational workshops for parents on topics such as "Navigating the educational system" and "How to communicate with your child". As a district we have also organized 16 parent classes through our parent group, "Parent to Parent". The purpose of the classes is to educate parents in various topics that range from college and career information to cyber bullying. RJUHSD is also offering parent classes to educated parents in nutrition, stress reduction and well-being. In addition, Roseville Adult School has participated in community events such as Cesar Chavez Day, Public Literacy events at the Roseville Public Library. Finally, staff members have conducted home visits in order to reach more families and help address their needs. More home visits and phone calls in home languages will enhance parent awareness and active communication to support student achievement. RJUHSD is also committed to the overall well-being of our students and families. As a result, RJUHSD is in the process of full implementation of Positive Behavior Interventions Systems (PBIS), where a multi-tier of support programs are being implemented across all the school sites. PBIS was implemented to support students through social/emotional challenges that interfere with academic achievement and the high school experience. The school counselor, Learning Support Specialist, and Marriage Family Therapist interns offer counseling, curriculum based interventions, and support to students in a variety of formats. These staff members collaborate with school personnel and families in order to provide information concerning individual student issues, mental health, and work towards removing social/emotional barriers.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Check if Yes:** X **If yes, describe:** Learning Support Specialist (LSS) work closely with ELD teachers and EL Specialist in each of the school sites. The LSS will specifically work with immigrant students to ensure that they have access to curriculum and other services.
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Check if Yes:** X **If yes, describe:** Learning Support Specialist (LSS) provide tutorial services to immigrants students both during ELD 1 instruction and during the after school programs. In addition, EL Specialists counsel students in academics to ensure they attain a high school diploma and in career and college options to ensure they obtain a post high school career.
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Check if Yes:** X **If yes, describe:** Title III Immigrant funding is used to provide electronic and materials-based curricular materials to support instruction onground, in the computer labs, and over the newly enhanced internet for every student and family.
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:	**Check if Yes:** **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:	**Check if Yes:** **If yes, describe:**
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:	**Check if Yes:** **If yes, describe:**

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
For the 2014-2015 school year, in core subject areas, every student will be taught by a highly qualified teacher. Every non-compliant teacher in 2012-2014 has been either reassigned or has achieved highly qualified status. Timely professional development activities built upon a strong research base data on increased student achievement. Increased graduation requirements and data to support increased college readiness and proficiency for every subgroup. Common core summative assessments and structured collaboration time to align curriculum to State standards. BTSA support for beginning teachers providing increased quality mentoring and personalized training experiences. An ongoing District Goal #3 to develop professional learning teams at all levels to guarantee curriculum, assessment and interventions in relation to student achievement of proficiency. District and regional support for Common Core and Career Technical Education to provide college-readiness and real-world education to every student. High technology training in Aeries/Homelink, Google, School Messenger, Blackboard, Illuminated Ed., Naviance.	100% of instructional staff fully-credentialled in CLAD 100% of core subject instructional staff highly qualified by federal standards. (Two special education teachers are engaged in programs to meet requirements.) Ongoing professional growth in core instruction and instructional materials (Integrated Math 1 and ELA) to support increased instructional strategies and full use of instructional materials. Professional growth opportunities so that 100% of RJUHSD teachers are fluent with Professional Learning Communities to increase understanding of assessment literacy and how to apply it in the classroom. Common assessments extended beyond summative level of core areas to ongoing formative levels in every course and class. Increased numbers of students who graduate meeting college readiness (a-g requirements) and the rigor of higher level career education. Increased student achievement to raise mastery and proficiency while reducing the need for A-G/Credit Recovery.

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)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Each year, the Curriculum Department develops a summary of assessment data related to student achievement of Common Core State Standards and other standards-based/local measures identified by the board and community as important and to identify areas of strength and weakness in student performance to be reviewed by the Board: • Continuous Improvement Leadership Team (CILT) monthly reviews data for new and restructured courses, assessment, and interventions for continuous improvement and advice to District Leadership. • The District Leadership Team uses CILT's data, along with classroom observation data and information about teacher qualifications (highly qualified teacher criteria) to develop a list of priority targets for a yearly goal-setting workshop. The Board convenes in open session each November to develop goals for the upcoming year. The Board subsequently approves new goals in January. • The Common Core Advisory Team, made up of representatives representing all schools and all core subject areas plus applied core, use the goals developed by the District Leadership Team to develop a District Professional Development Plan. This plan focuses on increasing student achievement through analysis of student performance data, and emphasis on strategies shown by research to be effective in closing achievement gaps. • School Site Councils, under the direction of site leadership, provide Single School Plans and the District Local Educational Agency Plan for review to confirm and update the district's annual plans which are submitted annually to the Board for review, revision, update and approval.	Superintendent, Assistant Superintendent for Curriculum and Instruction, Executive Director of Curriculum and Instruction, Assistant Superintendent for Human Resources, Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, CILT, Director of Categorical Programs, Coordinator of Intervention Counseling and EL Support, Director of Pupil Personnel Services, Director of Special Education, District Staff Development Planning Team (Department Coordinators), School Site Councils/ ongoing, annual process	Attached to Single School Plans annually along with Principal workshops with the Board	Attached to Single School Plans annually	Attached to Single School Plans annually
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:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District Leadership Team and the District Staff Development Planning Team review relevant research related to effective staff development practices as well as research related to intervention practices shown to improve student learning, with a special focus on instructional techniques that improve the learning of struggling students and to close achievement gaps. The Curriculum Department updates and disseminates to school sites any compiled data and research that is relevant to the district's student population to address areas of weakness in student performance as identified by CILT. Research gathering efforts focus on instructional practices and methods to help EVERY student reach high academic standards, addressing the achievement gap: • Timely research knowledge builds on the action research currently in use, which drives our work in curriculum development, implementation, alignment of curriculum to standards, assessment literacy, and induction of new teachers. • Professional development activities are aligned with research-based best practices and timely new instructional leadership studies, including: • staff development differentiated to support teachers' skill levels and assignments • ongoing professional development and growth, discouraging complacency of dated-instructional practices • demonstrations and guided practice for action research • coaching on new skills, and teacher practice and sharing of results • focusing on strategies identified by research as most likely to close achievement gaps • Professional development resources are introduced through district and local site leadership teams and Professional Learning Teams (PLT) and, when available, from nationally-recognized educational leaders presenting at conferences and workshops hosted by the District and County. • Action plans are developed through regular, weekly collaboration time with a target of improving student learning, especially in closing achievement gaps and improving the academic achievement of EVERY student. • Areas of emphasis are concentrated in "hot lists" of struggling students as coordinated through the Director of Pupil Personnel Services, the Director of Categorical Programs, and Intervention Counselors who work in collaboration with all support services and EVERY teacher of EVERY class.	Superintendent, Assistant Superintendent for Curriculum and Instruction, Executive Director of Curriculum and Instruction, Assistant Superintendent for Human Resources, Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, CILT, Director of Categorical Programs, Coordinator of Intervention Counseling and EI Support, Director of Pupil Personnel Services, Director of Special Education, District Staff Development Planning Team (Department Coordinators), School Site Councils/ ongoing, annual process	Attached to Single School Plans annually	Attached to Single School Plans annually	Attached to Single School Plans annually

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: The work of the District Leadership Team and the Curriculum and Instruction Team focuses on "Increasing Student Achievement for EVERY student" and monitoring the degree to which the District's plans address District and Site S.M.A.R.T. goals as developed locally, using the following criteria: • Focused on the premise that EVERY student can learn at high levels of proficiency to meet/exceed standards • Applied directly by HQ teachers who improve instructional effectiveness • Tailored to improve proficiency of our significant underperforming subgroups, identified in "hotlists" • Differentiated according to student, course level, and assignment • Planned to reflect best practice in staff development, including peer coaching and ongoing innovation • Validated as effective by student performance data (standardized, district, and classroom assessments) • Implemented with students to close achievement gaps (using "Whatever It Takes" including Blended Learning and increased mastery)	Superintendent, Assistant Superintendent for Curriculum and Instruction, Executive Director of Curriculum and Instruction, Director of Categorical Programs, Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, BTSA Mentoring/Training staff, District Leadership Team, Director of Special Education, Coordinator of English Language Learners, District Staff Development Planning Team/ annual analysis of data, with more frequent modifications of training where needed	Attached to Single School Plans annually	Attached to Single School Plans annually	Attached to Single School Plans annually
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:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District Leadership Team and Local Control and Accountability Planning Team ensure that staff development efforts, funded through LCAP resources and base LCFF budget, are focused on every student meeting or exceeding State standards. Activities focus on: • implementation of standards-based curriculum, • effective instructional strategies for the success of EVERY student as learner, • strategies for assisting struggling students at-risk of not passing SBAC • assessment for learning at higher levels of Depth of Knowledge, • data review to improve learning, • and strategies for classroom management and parent communication. Technology is seamlessly included so that technology is a tool to "accelerate" student learning.	Superintendent, Assistant Superintendent for Curriculum and Instruction, Executive Director of Curriculum and Instruction, Director of Categorical Programs, Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, BTSA Mentoring/Training staff, District Leadership Team, Director of Special Education, Coordinator of English Language Learners, District Staff Development Planning Team/ongoing annual process	Attached to Single School Plans annually	Attached to Single School Plans annually	Attached to Single School Plans annually
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:				
District Leadership/ Principal Training: Educator Effectiveness Program grant and Title II funds provide training including training for administrators and teachers in the use of standards-based materials to improve the achievement of all students. Training also focuses on building administrator skills in using data to improve student performance.	Principals, Assistant Principals/all complete training as part of their credential programs/ as needed	Training cost for 21 APs	$5000	Title II, EEP
Teacher training in the use of standards-based materials to improve the achievement of all students: Collaboration and Professional Development training and additional training in the use of newly-adopted standards-based materials funded through Title II.	English/ (Integrated Math I) teachers/summer	Summer institute costs	$12000	Title II, Common Core
BTSA Induction Program: Title II training funds support induction for new teachers in the use of standards-based materials and instructional strategies to build success for every learner. Each new teacher is mentored by trained and talented instructional leaders.	Beginning teachers/ongoing	BTSA mentor and BTSA training program SDS	$**130000	BTSA mentor and BTSA training program

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional Learning Teams focused on building assessment literacy through collaboration.	Assistant Superintendent of Curriculum, Executive Director of Curriculum and Instruction, Assistant Superintendent of Human Resources., Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, Teachers/ ongoing	Teacher collaboration time	N/A	Release time
Professional development training on specific applications (E.G. Google for Educators, Naviance, AERIES, Homelink, Blackboard, Illuminate Ed, Health Teacher) support staff in instructional strategies to improve student achievement.	Assistant Superintendent of Curriculum, Executive Director of Curriculum and Instruction, Assistant Superintendent of Human Resources., Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, Teachers/ ongoing	Training time, Technology coordinator	$**1000	LCFF Base
Educator Effectiveness Program Grant and Common Core Grant funds focus on six areas of professional development to guide and support teachers and administrators.	Assistant Superintendent of Curriculum, Executive Director of Curriculum and Instruction, Assistant Superintendent of Human Resources., Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, Teachers/ ongoing	Instructional Leadership Team meetings and trainings	$**786000	EEP Grant
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:				

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	The District Leadership Team and Site Administrative Representatives, Director and Coordinator of Instructional Technology, work with the District Technology Team to integrate technology training into the district's staff development program where technology can be used to improve student learning. Each year, funds are allocated to schools for use in support of special technology to support the learning of their particular student population and to support training to the school staff in using the technology with students. Funds are also used to develop and support staff development through teacher/student-led professional development.	Assistant Superintendent of Curriculum, Executive Director of Curriculum and Instruction, Assistant Superintendent of Human Resources., Staff Development Specialists, Instructional Technology Coordinator, District Math Coach, Principals, Teachers/ ongoing	Technology Plan and training for training in Aeries, Homelink, Roseville Connect, Naviance, Roseville Connect, Blackboard, etc. Mobile Devices	$**900000 $**250000	LCFF Base
7.	How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):				
	Teachers have increased access to technology through individually-assigned mobile devices that best meet subject-specific instructional needs. The district instructional technology coordinator provides ongoing professional development specific to applications like Blackboard, Google, Illuminate, Naviance, Aeries, as well as a recognized "Google Fest" hosted annually for regional teachers and leaders/staff. Over 3000 chromebooks have been added to current laptops and computer labs on every site for use by students in meaningful instructional projects to accelerate student learning. District-wide Wifi access adds to student access (over 90% of families report Internet access at home).	Director of Technology, Coordinator of Instructional Technology, Director of Categorical Programs, District Leadership Team, Staff Development Specialists, District Math Coach, Site Technology Team/ongoing, annual budget development process	Hardware, software, tech support Chromebooks	$**130000	Title II, Part D 4
	Technology training is provided on-call to administrators and staff through technology support (#1234). Instructional technology training and staff development provided by district technology coordination in addition to each site administration and/or a student tech programs, district Staff Development Specialists, and Technology Services departments. School student technology programs, teacher trainers and administrators, as well as less formal sessions are held as part of site-led professional development, including a system for Credit and UC/CSU Credit and Core Grade Recovery year-round for struggling students.	District Technology Services Dept. Principals and Director of Technology, Coordinator of Instructional Technology Learning	Training for all staff, particularly Blended Learning instructors	$150,000	Title II Supplemental Services LCFF Supplemental Common Core

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Technology training related to using Blackboard to improve student learning has been enhanced to teachers and instructional staff through an expansion of Blackboard services which will include professional growth hours and staff development sessions and software to infuse technology into instruction.	Teachers in subject areas enhanced by technology/ongoing training	Trainers and training Credit and a-g recovery	$**67767	Title II, Title I; Common Core, LCFF Base
Staff with responsibilities for planning technology training will attend appropriate conferences and workshops, including those held by Placer County Office of Education and California Technology Assistance Program (CTAP) on new resources, etc. Each site admin/tech team holds ISTE International Society for Technology in Education memberships.	Blended Learning specialists, District Technology Team Members, Director of Instructional Technology/ ongoing	Conference registration and training fees, ISTE annual memberships Blackboard, Aeries, Naviance	$**228816	LCFF Base
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
School Site Councils, which include teachers, administrators, classified staff, parents (including District ELAC representation), and students review and provide input to the District Goals and Single School Plans drafted annually at a District Workshop (November) and presented in Board workshops each spring.	Teachers, Parents, Administrators, Classified Staff/ ongoing	No extra costs	N/A	N/A
Each meeting is documented and supported by participants who review feedback with site representatives and may suggest appropriate changes annually. District Leadership and Board members meet in an annual kickoff in August and again for goal setting in November to monitor and adjust the process in an ongoing basis.	District Leadership Team, Dept., Staff Development	Meals and supplies	N/A	N/A
For technology, the district annually surveys teachers about their skills, and students about their learning experiences using technology. Technology training and budget expenditures for each subsequent year is driven by these survey results.	District Technology Team	Electronic survey Blackboard Google Fest	$**110000	LCFF Base
9. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning.				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District has launched a combination of site-based, District-based, County and Nationally-based professional development The District has launched a combination of site-based, District-based, County and Nationally-based professional development strategies which include, and strategies which include, and are not limited to: • August administrative retreat,kickoff and advance training • Summer institutes and team planning by site PLC's • Fall administrative kick-off and personnel academy • New teacher orientation and planning meetings • BTSA induction for probationary teachers • Curriculum and Instruction workshops through PCOE • Weekly collaboration release time for PLC's • District-wide Professional Development Days for staff • Data review and reflection (Site Councils, Staff, Board meetings) • Goal setting and development workshop (November) • Principal presentations of Single School Plans at workshops (spring) • Special Education training and development workshops • EL training and staff development for EDGE, ELA, Math • WASC and Program Improvement reviews regularly • Comprehensive, Strategic, and Intensive Interventions • Assessment and Support Team (LCAP), Postiive Behavior Intervention Support • Student Support Team meetings by sites and counselors • Blended Learning that includes UC/CSU and Credit/ Grade Recovery • SAM attendance review meetings with Roseville Law Enforcement • District Transfer Committee reviews • District Instruction and Support Team Review of Intervention Counseling Team (DISTRICT)	District and County Curriculum Dept., Principals, Counselors, BTSA Mentors, Director of Categorical Programs, EL Coordinator, YSO's, Teachers/ ongoing	Training, Mentoring, Materials Trainers of Teacher compensated Materials Professional Learning Teams PD Days Goal setting PBIS	$**846502	BTSA, SDS Title II LCFF Base LCFF Supplemental School site budgets
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: 1) The District Personnel Office has identified all "highly qualified" teachers (HQT) by assignments and credentials. With the exception of two special education teachers, all teachers in core assignments are highly qualified	Personnel Department staff/ as soon as California's definition of "highly qualified" is approved by the CDE	No extra costs	N/A	N/A

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2) The district has worked with special education staff to enroll them in opportunities for teachers not meeting the highly qualified teacher criteria to fill gaps in their education/training in order to meet the definition of highly qualified.	District Personnel Dept. staff working with other area curriculum administrators and PCOE staff/ ongoing	No extra costs	N/A	N/A
3) The district will work with the county office of education to develop training opportunities for teachers from out of state or who need to clear various credential requirements to complete the requirements to become fully credentialed.	District Personnel Dept. staff working with PCOE staff/ ongoing	No extra costs	N/A	N/A
4) The Personnel Department will provide training and oversight for principals/administrators in evaluating the credentials of candidates for teaching positions to ensure that teachers hired to teach in core academic subjects are highly qualified.	Personnel Dept. staff/ ongoing	No extra costs	N/A	N/A

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

<u>**Environments Conducive to Learning (Strengths and Needs)**</u>
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
1) The district has implemented programs and strategies to achieve and sustain a positive, safe learning environment in our schools. These strategies are based on a proactive approach to behavioral and safety issues. These strategies include: • Active and ongoing communication personally and electronically through the District • Ongoing Blackboard Connect, Homelink, Naviance, communication to parents of safety related policies • Response to bullying on campus or at school activities • Emergency Response for Disturbances on Campus • Special Education/At-risk/Intervention Counselors • Marriage Family Counseling Interns, Social Workers, and Learning Support Specialists • School Site Safety Plans • Campus monitors • Youth Resource Officers • District Safety and Security meetings • Relationships with local law enforcement • Safety Training for Staff • Reduced class size in alternative schools and programs • Site level emergencies, fire and disaster preparedness procedures • "Catapult" emergency information notification system • Policies for: • Policy for bomb reports and scares procedure • Drug Free Workplace Policy • Tobacco Free Environment Policy • Prevention of Bullying Policy • Exposure Control Plan for Blood-borne Pathogens and Universal Precautions • Illness and Injury Prevention Plans updated provided through PublicSchoolWorks • Training for Automatic External Defibrillator and CPR Training • Board Policy addresses the development and continuous updating of a district-wide "Comprehensive Safety Plan" • Absences and Truancy Policy • Student Attendance Mediation (SAM) • Peer Connections curriculum and training for students 2) District Safety and Security Committees: 3) Each site has a safety team 4) Students: Link Crew, and Student Government, Student	1) The District Leadership Team, School Site Councils and District Prevention Team resumed the Children Healthy Kids Survey (CHKS) safety and prevention survey in 2013-2014 and conducts the survey every other year since. The District needs to compile and post the data (CHKS 2016 on website) and statistics to determine appropriate directions for district and school safety and prevention programs. 2) Director of Pupil Personnel Services will identify a site go-to person as Prevention Coordinator/Liaison to implement district and site prevention and asset development programs and activities 3) Communication with parents regarding safety, prevention and asset development will continue to use electronic resources from school sites and the central office. 4) Safety and Intervention issues will be addressed in the classroom and through extracurricular events and activities, as well as more intensive interventions school and district-wide for diversity awareness. 5) Special education director will communicate with Special Education staff and parents of students to develop plans for students with disabilities. 6) The entire staff will support goals and targets of overall achievement for students with disabilities in reading and math 7) Math and ELA coaches and staff development specialists will provide advanced training in specific intervention and structural strategies in math and ELA 8) Special education director will provide more advanced training related to techniques for education students with specific types of disabilities 9) Site administrators will communicate with parents regarding timely academic performance updates through continued use of Homelink.

Strengths	Needs
Leadership 5) Safe and Nurturing Environment (SANE). Parent and staff initiated bullying and harassment awareness committee. This committee works to stop bullying/harassment and promote tolerance and diversity. 6) Participate in Every 15 Minutes Program 7) Annual District Gang Profile Review 8) YEAGA and YEAGA Youth: Youth Empowerment and Goals Association. Community members discuss with youth the dangers of drugs, alcohol and gangs. Provide gang awareness workshop to staff at Alternative site. 9) Counseling Programs available with Interns at Alternative site: Grief, Anger Management, Recovery (AOD), Behavioral, Social, and Individual 10) Probation Counseling at Alternative site 11) Teen Moms in parenting class and Teenage Pregnancy Project (TAPP) 12) Citizens Advocating for a Safe and Healthy Youth (CASHY): Parent and staff initiated drug/alcohol awareness committee which holds workshops for all parents and students to attend on drug and alcohol prevention. Began at GBHS and now sponsored at the county level 13) Pointbreak Activity at sites. Promotes tolerance and embraces diversity of all students.	

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
LEA's Policy regarding student behavior expectations: BOARD POLICY 5131 (Reference 5131.1-7 for detailed policies) SUBJECT: CONDUCT ORIGINATING OFFICE: ASSISTANT SUPERINTENDENT, PERSONNEL SERVICES The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation. The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct. Prohibited student conduct includes, but is not limited to: 1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats 2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption 3. Conduct that disrupts the orderly classroom or school environment 4. Willful defiance of staff's authority

Activities

5. Damage to or theft of property belonging to students, staff, or the district
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other schoolrelated purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or schoolrelated purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Loitering on or about a school campus
Loitering means to delay, linger, or to idle on or about any school facility or school property without lawful purpose for being present.
15. Skateboarding, rollerblading, riding motorized scooters or carts, hoverboarding, riding Segways, operating remote controlled airplanes or drones, or using any similar or like device.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts

Activities
school activities.

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
1) Data indicates that students are responding positively to substance use prevention education initiatives, are engaging in healthier, safer behaviors, and are aware of the dangers of tobacco, alcohol and other drug use 2) Support personnel (youth service officers, counselors, nurses, etc.) and staff have open, trusting relationships with the students that inspires communication regarding students at risk and their behaviors 3) A full counseling staff, nurses and youth service officers at each campus help address safety and substance use issues as well as other issues. 4) Additional counseling staff, including Intervention Counselors, Marriage/Family Therapists, Social Workers, Learning Support Specialists at each campus help address safety and substance use issues as well as other issues. 5) Alternative site works with the probation department to make sure student is clean and sober	1) The District Leadership Team, School Site Councils and District Prevention Team will increase options for gathering additional safety and prevention data, and determine appropriate directions for district and school emphasis and activities. 2) The District Leadership Team, School Site Councils and District Prevention Team will focus on Violence, Tobacco and Substance Use education, awareness and activities will be expanded. 3) Staff requires ongoing updates on what is going on in the community regarding safety and drug issues.

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: Appndx G 2016 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana will **decrease** biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that feel very safe at school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %

Truancy Performance Indicator	Most recent date: CRDC 2015-16 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same	%	%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %

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 Intervention programs for School attendance/truancy, school violence, safety plans, 5th Period and Summer Programs (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Summer Bridge Pass/Fail	Increased credits and GPA	Quarterly D/F and "hotlists" Credit/Grade/Unit Recovery
School Attendance Mediation (SAM)	Increased attendance	Monthly Attendance Summaries
Monthly Assistant Principal meetings designed to discuss and reduce violence and truancy	Decrease in numbers of suspension and expulsions	Monthly suspension/expulsion report
Monthly school site safety and quarterly District Safety meetings	Decrease in 48915 A & C violations School site safe school plan Increased Average Daily Attendance Updated and reviewed	Monthly site review and minutes Yearly round-table review
Development of comprehensive school safety plans	Site Safety Committees	Assistant Principal Meeting reports
On-campus suspension program	Discontinued due to funding cuts	Monthly attendance review and report discontinued

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.

Program 1	
Science Based Program Name:	TUPE Grant discontinued since 2012
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 2	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	

Staff Training Date:

Start Date:

Program 3

Science Based Program Name:

Program ATODV Focus:

Target Grade Levels:

Target Population Size:

Purchase Date:

Staff Training Date:

Start Date:

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.

	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Fifth Period Tutorial	9-12
X	Conflict Mediation/Resolution	Peer Connections (2016)	9-12
X	Early Intervention and Counseling	Intervention/ English Learner Support Counselors	9-12
	Environmental Strategies		
X	Family and Community Collaboration	Wrap-around counseling program, Marriage Family Therapy	9-12
X	Media Literacy and Advocacy	Blackboard orientation for Credit/Grade/Unit Recovery courses	9-12
X	Mentoring	Counseling Interns, Learning Support Specialists, Social Workers	9-12
X	Peer - Helping and Peer Leaders	Peer-helpers, LINK, Peer Connections	9-12
X	Positive Alternatives	Positive Behavior Intervention Support,	9-12
X	School Policies	Updated October 13, 2015	
X	Service - Learning/Community Service	Health Fair each fall	
X	Student Assistance Programs	Student Attendance Monitoring (SAM)	9-12
X	Tobacco - Use Cessation	Rehabilitation Course	10-12
	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.

Program 1
Promising Program Name: Not Required
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
Program 2
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:
Program 3
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.

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 school programs through the individual schools, Roseville Community, and Placer County
- Conflict mediation and resolution through Link Crew, Leadership Teams, and other support groups
- Early intervention through Intervention Counselors, Social Workers, Learning Support Specialists, Translators including mediation and testing
- Early intervention and support for English Language Learners
- Environmental strategies including the Nature Centers and applied education experiences (CTE) at local high schools
- Family and Community Collaboration, Marriage Family Support Therapists
- Positive Behavior Intervention Support
- Local Control and Accountability Plan
- Media literacy and Advocacy using Homelink, Blackboard ConnectEd, and Blackboard Central
- Mentoring programs initiated at each site and S.A.M.
- Peer Helping and Peer Leaders through formal and informal student support groups
- Positive Alternatives suggested and promoted through special assemblies, rallies and events
- School and Board Policies reviewed and updated by staff and community through meetings and GAMUT updates
- Community Service as initiated through campus-developed programs like the Pink Ladies, R.O.S.E., etc.
- Student Assistance 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.

Roseville Joint Union High School District works closely in conjunction with State and local government agencies, as well community social services. In conjunction with the Placer County Office of Education, it has formed a Family Support Team. This team includes major agencies from the following areas: Substance Abuse and Behavioral Disorder Counselors ; Educational, Vocational, and School Counselors ; Family Therapists ; Mental Health Counselors ; Rehabilitation Counselors; Counselors, All Other; Child, Family, and School Social Workers ; Medical and Public Health Social Workers ; Mental Health and Substance Abuse Social Workers ; Social Workers, All Other ; Health Educators ; Probation Officers and Correctional Treatment Specialists ; Social and Human Service Assistants ; Community and Social Service Specialists, All Other.

Regular evaluations of the effectiveness of School and District alcohol, tobacco, other drug use, and violence prevention programs are ongoing and recorded confidentially for review. The results of reviews on individual cases, monthly reports, semiannual and annual reports, and Board Policies as needed or required by law, will guide, refine, and strengthen the continuous improvement program. Regular feedback, self-assessment, and modification will strengthen the program. District participates in the newly-formed Family Support Team for each site which will refer to the Regional Leadership Team of the County At-Risk Task Force for additional support. In addition, a Wrap-around support initiative has been launched as a pilot for districtwide implementation and is currently in full operation through the office of Consolidated Programs.

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.

Roseville Joint Union High School District will report through the district webpage, Superintendent's Blog, Twitter and other social media accounts the performance information to community. Results are available online and notice will be made of all results through Board meeting agenda items and public display in school offices, libraries, etc.

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])

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.

Individual schools in the Roseville Joint Union High School District use or have used academic recovery interventions and wrap-around efforts to improve student achievement. A regular ongoing review of these and other programs help staff members monitor the success of current and consistent academic support. Reviewing and updating the data help drive continuous improvement or help change interventions:

1. CAASPP preparation and practice testing for SBAC
2. After-school individual teacher CaHSEE tutorial
3. Homework Support Centers at most sites
4. Pull-out tutorial sessions on CAASPP and subject support
5. High school readiness Freshmen Connection Pathways
6. Blended Instruction in Credit/UC a-g/Unit Recovery and Summer Bridge (9th) Interventions
7. Academic Lab classes
8. ACCESS and Integrated Math support (Cognitive Tutor software)
9. English Language Development elective and senior EAP support courses for Math/English
10. Rigorous Instruction In Math Study (UCDavis, CSUMP) and Integrated Math projects
11. Read like a Historian training for Social Science
12. Advancement Via Individual Determination (AVID)
13. Frosh Prep and other pre-final study sessions
14. PSAT/ACT/SAT/AP/IB/Plan preparation and incentives (including ALL sophomores)
15. 24/7 student access to Blended and Online tutorials (Khan Academy-like)
16. Family Support Team of the County At-Risk Task Force and Regional Leadership Team
17. Strategic Advisory Leadership Team (parent information exchange meetings)
18. Roseville Adult School support for 12th graders who are credit deficient.
19. Advanced/Early graduation requirements (additional credits /programs and UC or Program of Study)
20. Focus on core graduation requirements for Alternative Education sites
21. Intervention Response Team (also known as Student Study Team)
22. Surveys regarding parent satisfaction in areas of curriculum, instruction, and communication (LCAP)
23. Online Credit/Grade/Unit Recovery Sessions
24. GAP Wrap-around counseling
25. General Educational Development (GED) preparation and testing digital
26. California High School Proficiency Exam (CHSPE) preparation
27. Positive Behavior Intervention Services

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.

Program Improvement Action Plans are being developed and approved by School Site Councils that include active parental participation. The Program Improvement notification and posting for every parent in the District includes an invitation to participate in the improvement process through LCAP. Parents are surveyed to solicit strategies that would improve student performance on the CaHSEE, and to improve communication with schools and the District. Surveys in home languages, and outreach programs such as the P2P, can enhance communication and parental involvement. Parents, Community, and External Entity reviewed the LEA addendum in 2014-2015 in an effort to build better communication.

Currently in the Roseville Joint Union High School District, all parents receive a minimum of eight grade reports each year to track each child's academic progress. RJUHSD's Homelink website and Blackboard program ensure that all parents who have access to the Internet have timely communication. Parents use these sites to get timely information and instruction on their child's classroom progress. Intervention efforts for all parents provide communication including home visits for those identified in need. All schools use email and Blackboard Connect for timely communication, and efforts are being made to expand the availability of electronic communication to more families. There is still work to be done here.

Personal recruiting at parent meetings and activities solicit parent active involvement and participation. Additionally, parents are expected to support student and parent activities, be a presence on campus, volunteer time at student stores, etc. Parent Orientation Nights take place at the beginning of each term for the purpose of introducing current classes, course expectations, methods of assessment, and resources for directed timely, daily, embedded interventions/preparations, etc. An early and clear message to every family about Career and College Readiness (CAASPP) preparation, the most effective method of intervention, will focus all parents on the importance on high school proficiency, particularly with significant subgroups.

RJUHSD expanded Blackboard ConnectEd to include the Superintendent's weekly blog to improve parental response to timely communications including school year calendar updates, School and District news bulletins, forums and special meetings, and special events of interest, including emergency situations. Greater emphasis needs to be placed on home language communication. Parent notification, when students are placed on one or more hotlist, is necessary to build parent involvement. Counselor intervention meetings and documentation can reveal patterns of success and deficiency in these intervention strategies. Especially parents of significant subgroups require more specific invitations to appropriate intervention activities. This can include home visits, phone calls in home languages, Naviance support, personal counseling, etc.

Schools will investigate suggestions for increasing parental participation on the School Site Councils (including ELAC and DELAC representation), advisory councils for bilingual parents, athletic, music and other support group councils. Active parent participation will enhance parent understanding of the importance of the annual Single School Plan and School Accountability Report Card. For purposes of improving communication to the RJUHSD, each action plan contains information that is annually reviewed, updated, and approved by parents prior to submittal to all schools, the District, and the Board.

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.

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

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

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

5.1 (High School Graduates)	
Activities/Actions	1) All students complete four-year academic planners upon enrollment. 2) Parents are notified of graduation requirements at registration each spring. 3) Counselors schedule annual meetings to assess progress of every student during registration. 4) Parents receive progress reports and term grades electronically and by hard copy by request; conferences are scheduled based on hotlists. 5) The district provides Blended Learning for Credit Recovery, Grade Recovery, Unit Recovery and core course Grade Recovery programs to fulfill graduation requirements 6) The district provides supplemental service programs that address CaHSEE intervention, 7) The District provides Academic Literacy courses and intensive literacy intervention 8) The district provides training for parents in the use of Homelink and Blackboard software. 9) The district provides assessment literacy professional development to more effectively align assessment to instruction. 10) The district-wide Continuous Improvement Leadership Team (CILT) addresses student achievement, standards and instruction and student assessment. 11) Roseville Adult School provides a concurrent enrollment program to help students at risk of not graduating make up credits 12) Independence High School provides Independent Study and Blended Learning (Credit/Grade Recovery) to assist at-risk students.
Students Served	1) All students 2) All Students 3) All Students 4) All Students 5) All Students 6) Students who are at-risk of not passing CAHSEE, or who did not pass CAHSEE 7) Identified Students 8) Identified Significant Subgroup Students 9) All Teachers 10) All Students 11) Students needing to make up credits 12) Students needing to make up credits
Timeline/ Person(s) Involved	1) Spring/ Counselors 2) Spring/ Principals 3) Spring/ Counselors 4) Quarterly/ Principals, District Curriculum Dept. 5) 24/7/365 LCAP programs Staff, Blended Learning Coordinator 6) Monthly/ School Site Staff & Categorical Programs Staff, Blended Learning Coordinator 7) August/ Teachers 8) August/January/ LCAPrograms, Blended Learning Coordinator 9) Year-round/ District Curriculum Dept. 10) Monthly/ District Curriculum Dept. 11) Ongoing/ Counselors and RAS staff 12) Ongoing/Independence HS.

Benchmarks/ Evaluation	1) All students will have 4-yr plans 2) All parents are notified 3) All students meet with counselors at least annually 4) All parents are notified of progress 5) Credit/Grade Recovery participation increases 3% 6) Participation in supplemental service programs increases 3% 7) 5% improvement by all students (particularly struggling learners) on standards-based assessments and CaHSEE 8) Parent training in Blackboard and Homelink will occur at each school 9) All teachers will attend professional development 10) School Board workshop will develop district and site goals based on student achievement data, and reviewed by CILT 11) Students enrolling in concurrent courses to make up credits toward graduation will complete and pass the courses 12) Students enrolled in courses to make up credits toward graduation will complete and pass the course
Funding Source	1) No extra costs 2) No extra costs 3) No extra costs 4) General Fund 5) LCFF Supplemental 6) LCFF Supplemental 7) LCFF Base 8) LCFF Base 9) Title II, Title I 10) LCFF Base 11) Adult School Funds 12) LCFF Supplemental
**5.2 (Dropouts)**
Activities/Actions	1) The district has five comprehensive schools and two alternative schools and one adult school to meet the wide-ranging academic needs of its student customers. 2) Every school is focusing on college and career-readiness (Common Core CCSS) and completing UC/CSU a-g requirements at graduation 3) The district provides Programs of Study and Health Academy that motivate students to explore college and career options. 4) The district coordinates ROP courses that complement students in 20 Programs of Study 5) Alternative Schools focus on 220 credits in core subjects 6) Comprehensive schools offer activities and sports and participate in 17 sports (192 teams) 7) School clubs and organizations connect every student's interest in school 8) Academic courses (Equal Opportunity Schools) engage and challenge students to recognize and value education.. 9) Roseville Adult School offers students opportunities for concurrent enrollment for timely graduation. 10) Credit and Grade Recovery encourage students to increase grades and credits
Students Served	1) All Students 2) Career/College-ready students 3) Academy, and Program of Study Students 4) ROP Student 5) Differentiated diplomas participating in athletics 6) Extra-curricular Students 7) Diversity of student interests 8) Diverse student interest in college (EOS) 9) Credit-deficient students 10) Credit-deficient students

Timeline/ Person(s) Involved	1) Ongoing/ Asst. Supt. of Personnel ,Director of Pupil Personnel Services 2) Ongoing/ Asst. Supt of Curriculum, Executive Director of Curriculum and Instruction 3) Ongoing/ PofS Coordinators and PLTW 4) Ongoing/ Admin Reps 5) Ongoing/ Alternative Site Staff 6) Ongoing/ Activities/Athletic Directors 7) Ongoing/ School Site Staff 8) Ongoing/ Increased academic elective courses 9) Ongoing/School Counselors and Roseville Adult School 10) Ongoing/ School Counselors, Blended Learning Coordinator, Principal
Benchmarks/ Evaluation	1) District Dropout Rate decrease by 1% per year 2) Increase by 3 % points students graduating with a-g 3) Increasing the percentage of students completing sequences of courses and rigorous a-g 4) 100% of students completing ROP will graduate 5) Increase the number of alternative students graduating on time 6) Number of students in activities and with athletic clearance cards increases 2% each year 7) Participation in clubs and extracurricular activities increases by 2% annually 8) AP course completion rate increases 2% per year (EOS) 9) Enrollment in concurrent courses 10) Credit Recovery enrollment
Funding Source	1) No extra cost 2) Master Schedule 3) Perkins Grant 4) ROP program funds 5) LCFF Base 6) LCFF Base, Booster funds raised by parent groups, ASB gate receipts from competitions 7) Funds raised by students, ASB 8) LCFF Supplemental and Grant 9) Adult School Funds 10) LCFF Supplemental

5.3 (Advanced Placement)

Activities/Actions	1) The district sponsors AVID programs and promote the district AP programs 2) The district's "Meet them Where they Are" (MWA) strategy motivates every student at every grade to value college and career readiness. 3) The District schedules College Preparatory core courses for every student to prepare for college readiness 4) The district integrates digital learning and technology for diversified learning. 5) The district encourages extensive (18) advanced placement coursework 6) District teachers attend AP professional development opportunities annually (EOS). 7) District AVID teachers attend local AVID professional development opportunities annually.
Students Served	1) Participating Students 2) Participating Students 3) Participating Students in college prep courses 4) Participating Students and courses 5) Participating Students 6) Participating Students 7) Participating Students
Timeline/ Person(s) Involved	1) Ongoing/ AVID Coordinator 2) Ongoing/ AP Counseling 3) Ongoing/ Academic Programs 4) Ongoing/ Programs of Study and technology in every course 5) Ongoing/ Standards-based and National Standards-based Exams 6) Ongoing/ Asst Superintendent Curriculum & Instruction, Executive Director of Curriculum and Instruction 7) Ongoing/AsstSupt of C & I, Executive Director of Curriculum and Instruction

Benchmarks/ Evaluation	1) AVID enrollment will grow by 2% annually 2) The number of students enrolled in AP courses increases 2% per year 3) CP, AP, IB 4) Increasing number of computers and technology on every campus 5) Increasing numbers of students taking, testing, and passing exams 6) 25% of AP teachers attend training annually 7) 75% of staff attend training annually
Funding Source	1) LCFF Base, LCFF Supplemental, Title I, 2) LCFF Base 3) LCFF Base 4) LCFF Base, LCFF Supplemental 5) LCFF Base, CEEB 6) LCFF Base, LCFF Supplemental 7) Title I, LCFF Supplemental, LCFF Base

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch 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.	• Number of children eligible for Free/Reduced Price Lunch programs.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	Eligible school attendance areas are selected by calculating the percentage of district students from low-income families based on Free/Reduced Price Lunch district-wide data. The percentage of low-income students must be greater or equal to the district-wide percentage to be eligible to participate in the Title I program. The district annually ranks eligible schools based on the percentage of students from low-income families. The district is able to serve schools below the 35% poverty level and allocates to each participating school an amount that is at least 125% of the district's allocation per low-income child.

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.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	See Single School Plans for each school's updated Educational Program

Targeted Assistance Programs (TAS) - Student Identification

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

• Effective methods and instructional strategies based on scientifically-based research.
• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
• Instruction by highly qualified teachers.
• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
• Strategies to increase parental involvement.

Every student in every school is engaged with systemic interventions during the regular school schedule. Most sites employ a unique embedded intervention schedule to utilize regularly scheduled blocks of time for support during the weekly school schedule. Struggling students in math and ELA courses receive more targeted intervention immediately before or after their courses. RJUHSD teachers collaborate with partner school teachers on instructional strategies including math practices and expository reading and writing techniques.

Research indicates that early intervention helps identify 9th students eligible for each targeted assistance as supported by standardized test results in either English Language Arts and/or in Math. RJUHSD works closely with its partner schools to identify students. In addition, 10th through 12th grade students who do not demonstrate proficiency in ELA or math received more intensive intervention. Struggling students in other core subjects are directed to specific classes for remediation, while all other students have options to select a teacher and/or subject for further help or enrichment. Every student participates in assistance.

Specific programs at target assistance schools use diagnostic tools to identify students' strengths and individual academic needs. Each high school employs a reading assessment to further identify struggling students in reading and mathematics. In addition to the district's baseline identification criteria, student eligibility for AVID or other scientific-based programs serve hotlist students who are first in family to attend college, and/or a member of a minority population. Academic Intervention Support Practitioners create intensive student intervention groups and communicate with master teachers and colleagues regarding increasing student achievement.

Beyond the regular school day, sites extend learning time by offering a homework support or learning center available to all students who seek help before or after school. Students who are not passing their courses can take Credit Recovery and UC Recovery as a way to reinforce college-readiness and career skills. Students who earned a mark of F can remediate a course throughout the school year (fall, winter, spring, summer). All of the courses are taught by HQT.

Professional development opportunities are available for teachers, principals and paraprofessionals. Some overall professional development offerings include AVID institute, PLC's, reading like a historian, AP training, IB training, RtI, etc.

Strategies to increase parent involvement include the use of Homelink, AERIES, Blackboard Connect and phone calls in the native language as needed. Other efforts include: Sending out letters to parents about the school calendar of events and important meeting dates; and Engaging parents with home visits, ELAC, DELAC, "New Student Orientation" for parents not familiar with HS and US schools in native languages and English at Title 1 school sites. All Title I parents are encouraged and recruited to participate in meetings, as well as continuing the Parent 2 parent training, which targets specific ideas that the parent should know to help their student be successful in school; such as HS graduation requirements, how to read a transcript, what a-g is and keeping the student on track, etc. Campus tours and enhanced transparency of services at the comprehensive and alternative ed schools nurture familiarity and confidence to navigate the school system. All parents are invited to participate in the School Site Council meetings and ELAC and DELAC for EL parents. Counselors at Title 1 schools continue to meet with all students annually with their parents to ensure that all are aware of and working towards the student's plans for graduation and beyond.

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.

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Baseline district-wide criteria used to identify 9th through 12th grade eligible students at each targeted assistance school include achievement scores on standardized tests in either English Language Arts and/or in Math. In addition, 11th grade students take the new Smarter Balanced Assessment Consortium exam, a portion of which includes the Early Assessment Program for college readiness. Parents receive results prior to students' senior year to help plan 12th grade schedules that include higher level English and math classes. In addition, specific programs at targeted assistance schools use diagnostic tools to identify students' strengths and individual academic needs. Each high school employs ongoing formative assessments to further identify struggling students in reading and mathematics. In addition to the district's baseline identification criteria, student eligibility for a Title 1 supported AVID program includes academic performance below assessed potential, first in family to attend college, and/or a member of a minority population.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	The district has a homeless liaison who serves the district's homeless and foster youth per Title X and I guidelines. All district schools have networks in place to help staff with homeless student needs for enrollment and/or transportation so that the student can remain in the school of origin. A student needs assessment is completed annually by the homeless liaison and student. Student is continuously monitored by site staff.
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.	Since RJUHSD is a part of a homeless consortium, the participating school districts meet regularly and are in constant communication. The South Placer Homeless Consortium has included in their monthly meetings a Foster Youth and Alternative Ed liaison from Placer County Office of Ed to help bridge the gap between students who may be in local institutions or attending a community day program. The RJUHSD transportation dept works closely with the local shelters and institutions to ensure that timely notification is made to the district for possible transportation needs.

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."

Program Improvement (PI) - Parent Notification	
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.	Initially, the Assistant Superintendent and School Principal notify all district families of our Program Improvement status, including the right for students in PI schools to transfer to two other district schools. Every parent whose child attends a program improvement school is notified within fifteen days following identification. The notification includes the following: 1) A notification of parent choice to send their child to another school in the district that is not identified as Program Improvement and that transportation will be provided by the district to and from that school of choice. 2) A notification that a choice of supplemental services is available to their child. Parents were provided with a list and description of state-approved providers from which they may select. In collaboration with the parents and the supplemental provider, the district establishes individual student achievement goals, an assessment to measure academic achievement and specific benchmarks for the achievement of these agreed upon goals. From the goal setting meeting, the district provides an action plan that will be signed by the parent, the supplemental provider and the district representative.

Program Improvement (PI) - Parent Notification	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District annually sets aside funds for transportation and supplemental services to serve children eligible to transfer to one of at least two non-PI schools in the District.

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."

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Title II entitlement supports the district's efforts to provide a coordinated professional development program that addresses the development of a district standards-aligned curriculum and common assessments. All district teachers and support staff participate in training. The district reserves 10 % of its Title I allocation to extend to the staff district-wide training in standards-based instruction and common assessments. In addition, teachers at Title I schools receive training in Common Core standards-based instructional materials. Teachers providing instruction to LEP students are supported in extensive training necessary to provide ELD. AVID teachers attend both County and State AVID professional development activities. Training is coordinated with the district's goal to develop a standards-based curriculum. Homeless and immigrant students are regularly identified. The district-appointed homeless liaison trains staff on an identification and referral process to be used at all sites. The Director of Categorical Programs tracks immigrant students and ensures that equitable services are provided to identified students.
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.	Parents are engaged in District and School-wide electronic communication through Homelink/Aeries, Blackboard Connect, Naviance, and Blackboard Learning. In addition, parents of struggling students are notified personally by individual teachers and Intervention Counselors (IC/EL) as part of the regular communication process at every progress report, end-of-term grade, standardized test score, and internal exams, such as the District-wide Writing Assessment.

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.

Increased Program Effectiveness

Increased Program Effectiveness	
Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	RJUHSD has three partner middle school districts that work closely with the high school district. In preparation for the incoming freshmen, the technology dept and District Database Analyst work with the partner schools to gain all of the vital data of incoming students. This information includes assessment and test information such as standardized tests and CELDT scores as well as EL/Immigrant and disability designation if warranted. The EL Coordinator and Director of Categorical Programs are in communication with the partner districts and sites about all of our students. Since the district is a part of a five district consortium, homeless student information is shared within the consortia. This includes any foster, neglected and delinquent youth. Services for the various groups are shared with the EL Coordinator and Director of Categorical Programs. This information is entered into Aeries and made available for all sites to access. Upon confirmation of students' CELDT scores or homeless status, site liaisons and staff are notified with the specific student information at the local level to ensure the student's success. Sites have specific interventions in place depending upon the student's need.

Part III

Assurances and Attachments

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART D - SUBPART 2
31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

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

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

TITLE II, PART A
34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

     (A) have the lowest proportion of highly qualified teachers;
     (B) have the largest average class size; or
     (C) are identified for school improvement under section 1116(b).

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

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

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
    a. Strategies for using technology to improve academic achievement and teacher effectiveness.
    b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    c. 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.
    d. 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.
    e. 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.
    f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    g. 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.
    h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    i. 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.
    j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    k. Collaboration with adult literacy service providers.
    l. 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.
    m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    o Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.
    - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
    - A crisis management plan for responding to violent or traumatic incidents on school grounds.
    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
        o Allows a teacher to communicate effectively with all students in the class.
        o Allows all students in the class to learn.
        o Has consequences that are fair, and developmentally appropriate.
        o Considers the student and the circumstances of the situation.
        o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3
151.   The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

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

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

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

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
   - will be used to make decisions about appropriate changes in programs for the subsequent year;
   - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
   - will be submitted to the SEA at the time and in the manner requested by the SEA.

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

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

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

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

Signature Page

	September 27, 2016	
Ron Severson		
Printed or typed name of Superintendent	Date	Signature of Superintendent

Local Educational Agency Plan
Roseville Joint Union High School District

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, 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.

<u>**California's NCLB Performance Goals and Performance Indicators**</u>

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 - 2006, 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 Websites
Below is a listing of Website 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/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

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Appendix C
(School-Based Programs)

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: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp E: Getting Results: http://www.gettingresults.org/

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	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	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	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,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. **See research for proven effectiveness**						
Name	**Grade**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
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,
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	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

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
	Intended program outcomes and target grade levels. **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	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	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,
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,

**Local Educational Agency Plan
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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:

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)

Promising or Favorable Programs

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.

A: California Healthy Kids Resource Center: http://www.californiahealthykids.org

B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

E: Getting Results: http://www.gettingresults.org/

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)	Families	X	X	X			C
Basement Bums	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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	Communiti	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
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

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2513	2538	2438	2443	2410	2442	97.0	96.3
All Grades	2513	2538	2438	2443	2410	2442	97.0	96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students								
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2644.1	2640.2	38	38	39	37	16	16	7	9
All Grades	N/A	N/A	38	38	39	37	16	16	7	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	47	44	45	46	8	10
All Grades	47	44	45	46	8	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	47	47	43	42	9	11
All Grades	47	47	43	42	9	11

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	27	30	64	61	9	8
All Grades	27	30	64	61	9	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	52	51	42	41	6	8
All Grades	52	51	42	41	6	8

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2513	2538	2432	2443	2405	2431	96.8	96.3
All Grades	2513	2538	2432	2443	2405	2431	96.8	96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2619.1	2622.1	18	20	29	29	28	28	24	22
All Grades	N/A	N/A	18	20	29	29	28	28	24	22

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	33	42	38	28	29
All Grades	30	33	42	38	28	29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	25	58	55	17	21
All Grades	25	25	58	55	17	21

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	24	26	59	59	17	15
All Grades	24	26	59	59	17	15

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	245	137	143
Percent with Prior Year Data	100.0		100
Number in Cohort	245	137	143
Number Met	169	104	88
Percent Met	69.0	75.9	61.5
NCLB Target	59.0		
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	75	205	69	142	63	160
Number Met	19	131	11	60	14	59
Percent Met	25.3	63.9	15.9	42.3	22.2	36.9
NCLB Target	22.8	49.0				
Met Target	**Yes**	**Yes**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	34	***		39		***	21	***		4			1		
10	5	13	14	53	44	50	30	25	24	9	17	7	3		4
11	20	13	9	45	40	39	23	30	36	10	17	15	3		
12	12	8	10	41	50	31	31	31	44	12	11	13	4		3
Total	19	12	12	44	44	43	26	28	32	8	15	10	2		3

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	36	29		35	38		18	22		7	6		4	4	
10	10	12		46	46		26	25		10	16		8		
11	24	17		38	36		21	30		9	13		8	3	
12	15	19		38	37		29	29		13	12		4	3	
Total	23	22		39	39		23	26		9	11		6	3	

Appendix G

California Healthy Kids Survey

CALIFORNIA HEALTHY KIDS SURVEY

This report provides the detailed results for each question from this school/district's 2015–16 California Healthy Kids Survey (CHKS), presented in tables organized by topic. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;

- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and

- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Survey Module Administered

Main Student Report 2015-2016

Parent Survey 2015-2016

Staff Report 2015-2016