

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: 33-67058

Dates of Plan Duration (should be five-year plan): January 2009 – December 2014

Date of Local Governing Board Approval:

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

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

Dr. Sharon McGehee

Printed or typed name of Superintendent Date Signature of Superintendent

Matteo Monica

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

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Part I

Background and Overview

Background

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District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 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 Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – 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
(Optional)**

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	X	Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	X	Other (describe): ASES
	Other (describe):	X	Other (describe): QEIA
	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	1,281,592.90	5,658,108	5,968,148	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	161,642.45	1,190,603	1,314,165	96.8%
Title II, Part D, Enhancing Education Through Technology	29,233.08	57,270	83,240	98.8%
Title III, Limited English Proficient	272,539.44	683,715	937,129	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	28,808	107,004	133,149	98%
Title V, Part A, Innovative Programs – Parental Choice	30,398	0	29,251	96.8%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	3,829,497	3,829,497	100%
21 st Century Community Learning Centers	0	130,500	110,925	85%
Other (describe)				
TOTAL	1,804,213	13,152,415	13,842,476	93%

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	0	EIA total allocation 3,513,340	1,746,320	91% of total EIA allocation
EIA – Limited English Proficient	2,477,068.39		3,715,315	
State Migrant Education				
School and Library Improvement Block Grant	378,699.06	1,505,722	1,363,902	72%
Child Development Programs	0	1,161,319	1,154,999	99%
Educational Equity				
Gifted and Talented Education	133,318.29	234,231	312,417	85%
Tobacco Use Prevention Education – (Prop. 99)	9,049.12	38,882	46,123	85%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	0	389,040	374,365	96.8%
Tenth Grade Counseling	0	120,826	116,268	96.8%
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	See 10 th Grade Counseling		0	0%
Other (describe) ASES (after school programs)	0	1,906,200	1,620,270	85%
QEIA (Quality Education Investment Act)	419,766.78	1,899,500	1,899,500	100%
TOTAL	3,418,801	10,769,060	12,351,479	87%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

District Profile

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

Desert Sands Unified School District (DSUSD) is a rapidly growing district in the Southern California desert located approximately 120 miles east of Los Angeles. The 2008-2009 district enrollment is 28,775 students with 13,046 at grades K-5; 6,838 at 6-8; and 8,891 at 9-12. Currently students are served at twenty elementary, seven middle, three comprehensive high schools, two continuation high schools and a K-12 alternative education complex which opened in 2007. A new middle school and a new comprehensive high school are set to open in August 2009. The student population is 65.4% Hispanic, 27.1% White (not Hispanic), 2.2% African-American, 1.5% Asian and 2.7% other. While English Learners make up 23.5% of all K-12 students, percentages differ significantly by grade span (K-5, 66.9%; 6-8, 15.7%; and 9-12, 17.3%). Socioeconomic differences vary by the diversity of population in the areas served. Percentages of students determined to be socioeconomically disadvantaged range from 24% to 96%.

Covering over eighty square miles, DSUSD serves six very different, growing desert communities (Coachella, Indio, Indian Wells, La Quinta, Palm Desert and Rancho Mirage) and one unincorporated residential area (Bermuda Dunes). Historically, Indio and Coachella have been successful agribusiness communities that demand farm workers drawn from the migrant labor force from rural Mexico. More recently work forces have been needed in retail, construction, health services, Government, education, utilities, and the hospitality industry. Many of the former farm workers have transitioned into the service sector jobs. Growth in these two cities has been the most rapid in the valley. The city of Coachella had a growth rate of 69.4% and the city of Indio a growth rate of 57.1% from 2000 census to 2007, adding 5,000 homes within district boundaries over just the past six years. The other communities support the businesses and industries found in resort areas where affluent residents live. However, contrasts exist. For example, in La Quinta and Palm Desert there is quite a contrast between those who live in upscale housing patronizing golf courses and fashionable stores and those who work in these facilities living in apartments, mobile homes and small houses. This contrast is most evident in the percent of elementary students ranked as socioeconomically disadvantaged, those receiving reduced or free lunch. Eighty-two percent of the students in the ten elementary schools located in Indio are in this category as compared to fifty-five percent district wide.

In addition to this diversity in socioeconomic, cultural and linguistic backgrounds within the 33 district schools, student achievement also differs greatly. The district has some of the state's highest and lowest ranking schools. The most recent 2007 Base API state rankings were as follows: Deciles 1-3, ten schools; Deciles 4-6, nine schools; Deciles 7-10, twelve schools. With the 2008 Growth API report, twelve schools had 2008 APIs that exceeded the state's target of 800, and seventy-one percent of all schools met or exceeded all schoolwide and subgroup API 2008 growth targets. In 2007-08, Amelia Earhart Elementary School was selected as a California Distinguished School. Previously recognized California Distinguished schools are La Quinta

High School (1999 and 2003), Indio Middle (1996), Monroe Elementary (2000), La Quinta Middle (1994), Lincoln Elementary (2006), Palm Desert High (2005), and Palm Desert Charter Middle (2003 and 2007), Truman Elementary (2006), and Washington Charter School (1998 and 2004).

Sixteen elementary and five middle schools receive Title I money; nineteen have designated schoolwide programs and two are targeted assistance schools. Eight of these schools, as well as the unified district, hold status as Program Improvement (PI) sites under No Child Left Behind (NCLB). To date, four elementary schools have exited Program Improvement status. Two elementary and two middle schools receive funding through Quality Education Investment Act (QEIA). Six schools participate in the Reading First Program to receive intensive assistance for K-3 reading instruction and intervention. DSUSD operates six part-day traditional school year Head Start programs and five full-day/full-year Head Start programs, and four State-funded Preschool programs to provide students early access to school activities.

Approximately 9.3% of the Desert Sands Unified School District enrollment at grades 2-11 assessed in the 2008 STAR Program were students identified for special education services. Of these, approximately 16.4% are students with the most significant cognitive disabilities served within DSUSD. Severely Handicapped (S/H) Programs are fully integrated in the schools of the district. The classrooms in the numbers shown are located on elementary (20), middle (7) and high school (5) campuses, including an alternative education program, throughout the district. Among these are further specialized programs for the Severely Handicapped: five Autism SDC, seven classrooms for the emotionally disturbed, seven Life Skills/academic classes, 13 SH/MH classes, and four deaf SDC. Beyond the 15 sites which house those classrooms, an additional 17 sites (12 elementary, two middle, and three high school) provide services to Severely Handicapped students who are fully included.

The district's top priority is to provide quality academic instruction to all students and consequently uses several strategies to narrow the gap between the high and low performing schools. The district is committed to reducing the increasing levels of minority group isolation in the schools it operates and promoting diversity throughout its schools. Students within the DSUSD attendance boundaries are eligible to attend any school wherein there is space available. As required under No Child Left Behind (NCLB) for schools in Program Improvement (PI), students are given the opportunity to voluntarily seek a transfer and be provided transportation to a non-PI school. Two charter schools, one elementary and one middle, provide additional options for families within the district. The academically rigorous K-12 International Baccalaureate program, originally offered at the opening of La Quinta High School, John Glenn Middle School and Amelia Earhart Elementary School, has expanded to La Quinta Middle School and Franklin Elementary School. Additional options to attract students to our high schools to are four pathway or partnership programs at Indio (1) and La Quinta (3) High Schools.

Improvement of student achievement is recognized as the goal of the partnership between the state, district and each school. California State Department of Education provides the district and schools funding, content standards for each grade, textbook adoptions based on these standards and the annual STAR, CAHSEE and CELDT assessments that measure student achievement. DSUSD provides district-wide textbook adoptions with standards-based materials along with

support in curriculum, instruction and staff development. Schools are responsible to support student achievement through implementation of a standards-based instructional program that focuses on specific academic goals in each content area. Through on-going assessments students are assessed to determine progress toward these standards. For English language arts, three standards-based benchmark assessments are administered district-wide annually at all grade levels 2 – 11. For math, common benchmark assessments are given three times per year at the elementary schools and six times at the middle and high schools. Additionally, the high schools administer a diagnostic assessment to grades 9 or 10 based on the standards assessed by the California High School Exit Exam. Students at-risk of not meeting these standards are provided interventions both within the school day and through extended learning time before or after school and in summer school.

The State, District and School recognize parents as partners in the education of their children as most important. Numerous DSUSD policies and programs encourage parent participation, provide parent training, and inform parents through school-parent compacts, and parent meetings.

DSUSD recognizes that for some students another setting can best meet the needs of the student. Choices for alternative school settings and supplementary services for these students are provided by the district and schools to parents. The instructional content and high expectations is the same for alternative education students as for all students; the instructional delivery for at-risk students is different to meet special needs.

Mission Statement

The mission of the Desert Sands Unified School District, a dynamic system of challenging educational choices, is to ensure that every student develops the skills and knowledge to succeed as an independent thinker, life-long learner, and productive, ethical global citizen, by creating collaborative learning communities of caring, committed, qualified staff, working in partnership with diverse families and our community to assure each student equal access to student-focused learning environments.

Our Objectives: *The Results of Our Work*

1. No later than 2010, at least 90% of our students will be proficient on the California Standards Test.
2. Student performance will meet or exceed Adequate Yearly Progress (AYP) targets.
3. All of our students will graduate and be prepared to make a successful transition to further education or their chosen career.
4. All of our students will consistently demonstrate responsible, respectful, ethical behavior.

Strategies and Action Plans

Strategy 1 –Education Master Plan: We will develop, communicate and implement an Education Master Plan that includes curriculum guides, common assessments and effective use of instructional strategies for all students.

Specific Results:

1. Implement a district-wide, standards-based curriculum guide in all content areas K-12 beginning with core areas: Math, English Language Arts, Science, History-Social Science, English Language Development (ELD), and Foreign Language.
2. Implement a district-wide, standards-based common assessment system in all content areas K-12 beginning with core areas: Math, English Language Arts, Science, History-Social Science, ELD and Foreign Language.
3. Train and support all staff in the use of effective instructional strategies.

Strategy 2 –Collaborative Learning Communities: We will develop collaborative learning communities throughout the District to enhance professional development and effectively use time and resources to improve student learning.

Specific Results:

1. Establish collaborative learning communities at each school site based upon the following questions:
 - What do we want students to learn?
 - How do we know if they learned it?
 - What do we do when they don't?
 - What do we do when they already know it?
2. Provide research-based professional development to support the establishment and continual support of collaborative learning communities.

Strategy 3 –Safe, Secure Environment: We will establish a safe and secure environment that is characterized by responsible, respectful and ethical behavior by students, staff, parents and community members.

Specific Results:

1. Implement a district-wide, standards-based curriculum guide in all content areas K-12 beginning with core areas: Math, English Language Arts, Science, History-Social Science, English Language Development (ELD), and Foreign Language.
2. Implement a district-wide, standards-based common assessment system in all content areas K-12 beginning with core areas: Math, English Language Arts, Science, History-Social Science, ELD and Foreign Language.
3. Train and support all staff in the use of effective instructional strategies.

Strategy 4 –Partnership with Families/Community: We will work in partnership with families and the community to ensure that all students are actively engaged in their own learning and connected in meaningful ways to their schools.

Specific Results:

1. Create a centralized family Welcome Center.
2. Develop and implement an inclusive volunteer program at each school site.
3. Implement a community-based 'Welcome Back to School' event at each school site.
4. Establish a district cable television channel to provide quality educational and informational programming to the community.
5. Develop and implement school and community programs that foster student connectivity.

Strategy 5 –Technology for All: We will effectively utilize technology to maximize learning opportunities, manage information and expand communication.

Specific Results:

1. Create policies and procedures for District and School site technology standards.
2. Create policies and procedures for technology operations.
3. Provide curriculum support through technology staff development and coaching.
4. Provide technical support for all district approved technology.
5. Provide all district stakeholders equal access to technology.
6. Implement electronic resources to expand learning opportunities and manage information.

Vision: Our Beliefs: *Our Fundamental Core Values*

We believe that:

- All people have equal worth and deserve to be treated with respect.
- Individuals are ultimately accountable for their own decisions and actions.
- Education is a shared responsibility of the entire community.
- Everyone can learn.
- The higher the expectations, the higher the level of achievement.
- Cultural diversity is an asset which enriches our community.
- Quality education expands opportunities throughout a person's life and is essential to a democratic society.
- Excellence in education improves the quality of any community.
- Ethical behavior is essential to the health and well being of any society.
- People have a responsibility to be involved in and contribute to their community.
- A commitment to lifelong learning is essential for personal and professional growth.
- Environmental stewardship is essential to the quality of everyone's future.

Vision: Our Parameters

The Rules We Play By:

- We will always maintain safe environments conducive to learning.
- Site-based decisions will always be consistent with the Strategic Plan.
- No existing program or service will be retained unless benefits justify costs, and it continues to make an optimal contribution to the Mission.
- No new program or service will be accepted unless it is consistent with the Strategic Plan; benefits clearly exceed costs, and provisions are made for staff development and program evaluation.
- We will not tolerate language or behavior that demeans the dignity or worth of any individual or group.
- We will closely monitor enrollment, growth and programs in order to establish and maintain the facilities necessary to achieve our Mission and objectives.
- We expect our staff to meet the qualifications for their position.

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

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

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

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

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

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

Local Measures of Student Performance

DSAT Benchmark Assessments

Using the Desert Sands Assessment Tool (DSAT), standards-based benchmark assessments are consistently administered at grades 2- 11 in English language arts and math at intervals determined by content and grade span. Test items used in the construction of the district-wide assessments are taken from an item bank purchased through Educational Testing Service (ETS). The common assessments address the range of grade level standards aligned with the California Standards Test (CST) Blueprints and the pacing of the DSUSD Curriculum Maps. The assessments are in a multiple choice format, untimed, and may be taken in a single day or over two days within an appropriate testing environment.

DSAT Testing Schedule

English Language Arts

Elementary – November, March, May

Middle Schools – October, January, March

High Schools - October, January, March

Mathematics

Elementary – October, January, April

Grades 6 – October, November, December, January, February, March

Grade 7 – October, November, January, March, April

Pre Algebra - October, November, December, January, February, March

Algebra - October, November, January, April

Geometry – November, January, March

Integrated Math - October, November, January, February, March

Advanced Algebra – January, March

Use of the DSAT Benchmark Assessments

The Desert Sands Unified School District provides the DSAT exams as a tool for monitoring student proficiency on the California content standards taught within a set instructional interval. Analysis of the data from these exams is used to modify and guide instruction to improve student learning. Student responses are scanned into the data management system which provides a full analysis of item responses and results according to item, standard, and strand. The data are made immediately available to the classroom teacher and site and district instructional leadership to use within professional collaboration groups. Further, the results are analyzed following the return of the spring STAR scores to determine proper alignment of the DSAT exams to the student performance of the California Standards Tests. As a result of the ongoing analysis, DSAT exam items are adjusted or replaced annually to provide optimum guidance in the use of the assessment data.

CAHSEE Diagnostic

To assist schools in the identification of students at risk of not passing or not scoring proficient on the California High School Exit Exam (CAHSEE) *prior* to participation in the grade 10 Census Administration, high schools administer a pre-CAHSEE diagnostic assessment in both English language arts and math. The assessments are given either in the spring to grade 9 or in the fall as a grade 10 student. The pre-CAHSEE diagnostic is aligned with the CAHSEE blueprints and is administered in an untimed, multiple choice format. Results of the diagnostic assessment may be scanned into the Educator's Assessment Data Management System (EADMS) for immediacy of feedback and complete analysis of item, standard, and strand. Students determined to need additional support may be placed in shadow English or math classes or given other instructional support prior to the grade 10 spring CAHSEE assessment.

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
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Implement a balanced, comprehensive reading/language arts program that is aligned to grade-level state standards and uses effective strategies to meet the needs of all learners. • Adopt and purchase standards-based core and supplementary materials. Additionally, using assessment results, district and site administrators along with teachers will determine what supplemental materials to purchase to enhance the adopted textbooks to ensure the mastery of key standards. • Train site administrators on standards and how to coach, supervise and support teachers in instituting the full implementation of the SBE approved reading/language arts materials. • Analyze the California Standards Tests data by subgroup and grade. • District and site level administrators and teachers will receive training to focus on research-based instructional strategies that address the unique needs of English learners. Strategies include: <ol style="list-style-type: none"> 1. Check for understanding; modifies and adjust lessons as necessary 	<p>Assist. Supt. Ed. Serv. Principals K-12 2009-2012</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2012</p> <p>Assist. Supt. Ed. Serv. 2009-2012</p> <p>Assist. Supt. Ed. Serv. Directors, Admin. For Assess. and Acct. 2009- 2012</p> <p>Assist. Supt. Ed. Serv. Director SFPO 2009-2012</p>	<p>Materials Training</p> <p>Materials</p> <p>Consultant Fees</p> <p>ETS Item Bank, DSAT, EADMS</p> <p>Project Facilitators Staff Development costs and consultants</p>	<p>\$1,700,000</p> <p>\$1,700,000</p> <p>\$200,000</p> <p>\$225,000</p> <p>\$545,000</p>	<p>IMF</p> <p>IMF</p> <p>NCLB Title I – PI</p> <p>Title I Lottery</p> <p>Title I Title III – LEP ELAP EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 2. Teacher and student provide frequent verbal and non-verbal responses 3. Building background knowledge, using vocalization strategies, graphic organizers (Thinking Maps), visuals, and sentence frames to increase students' access to core academic subjects 4. A variety of instructional grouping are utilized 5. Study guides, outlines, or highlighted text are available 6. Uses vocabulary routines to increase academic language 7. Primary language support as needed for access to core <ul style="list-style-type: none"> • District and site level administrators and teachers will receive training to focus on research-based instructional strategies that address the unique needs of Students with Disabilities. Strategies include: <ol style="list-style-type: none"> 1. Adaptive devices/assistive technology 2. Variety of multi-modal learning strategies 3. Accommodations that may include; motivational charts, color coded materials, books on tape, and specially lined paper. 4. Research-based quality software • District and site administrators will visit classrooms to verify that the following differentiated activities are taking place to address the needs of all learners, including English learners and Students With Disabilities: <ol style="list-style-type: none"> 1. Teachers deliver systematic, explicit, interactive, direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students including Students with Disabilities and English learners. 2. Teachers use SBE adopted materials including Universal Access materials (as extension of daily lesson) to address student literacy needs. 	<p>Assist. Supt. Ed. Serv. Director of SpEd 2009-2012</p> <p>Superintendent Assist. Supt. Ed. Serv. Directors 2009-2012</p>	<p>Materials Software</p> <p>Training in Direct, Interactive Instruction</p> <p>EL Coaches</p> <p>Materials</p>	<p>\$50,000</p> <p>\$1,000,000</p> <p>\$600,000</p>	<p>IDEA</p> <p>Title II EIA/LEP</p> <p>Title I Title III – LEP ELAP EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"> 3. Teachers use scaffolding techniques and incorporate effective learning activities for all students, including Students with Disabilities and English learners. 4. Teachers use flexible grouping and differentiated instruction to meet the learning needs of all students including Students with Disabilities and English learners. 5. Teachers incorporate strategies that promote higher-level critical thinking skills 6. Teachers check for understanding throughout the lesson using a variety of techniques 7. Teachers use a tiered framework of intervention and support for all students, including Students with Disabilities and English learners. 8. Teachers will utilize access to core strategies to maximize student participation, engagement and production of oral language that results in higher-level achievement. <ul style="list-style-type: none"> • District and site administrators, along with teachers, will implement an assessment schedule, which includes DSAT assessments and timetables for their administration. • District and site administrators and teachers will use the DSAT and common assessments to monitor the instructional needs and areas of instructional focus to increase student learning. A comparison between key standards tested on the CSTs and those covered in the adopted text will be carried out each year and highlighted in the District curriculum guides. • During protected collaborative time grade-level, inter-disciplinary teams, or department teams will collaboratively discuss and analyze student achievement data and plan lessons based on the data. Meetings will include all 	<p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2012</p> <p>Superintendent Assist. Supt. Ed. Serv. Principals K-12 Directors 2009-2014</p>	<p>Staff Development Facilitators</p> <p>DSAT ETS Assessment Bank Facilitators TRAC RCOE Consultants</p>	<p>\$793,000</p>	<p>Lottery Title I – PI Prof. Dev Title III ELAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>teachers, including specialists, TRAC coaches and special education teachers. Team leads will submit agendas and minutes to site administration for review, administrative feedback, signature and return.</p> <ul style="list-style-type: none"> District and site administration will collect data from DSAT assessments and evaluate the effectiveness of school programs and the allocation of resources to improve student achievement. District benchmark assessments will be administered by all Desert Sands Unified School District teachers within the district identified assessment windows: <ol style="list-style-type: none"> School sites will scan individual student tests into DSAT District office staff will use data from the benchmark assessments to evaluate program effectiveness and learn how to better support the school sites. Annual training on EADMS and DSAT will be provided district-wide for new staff members and updated training will be provided for all staff members. Desert Sands Unified School District uses TRAC and EL coaches (instructional coaches) to provide support for improving student learning in the classroom. TRAC and EL coaches are specialists with skills to support teachers with special instructional needs, including special education teachers. TRAC and EL coaches provide direct support in the classroom and model effective instructional practices. In addition, special education teachers receive in-service throughout the year to collaborate on effective instructional practices for students with disabilities. District Administrator for Assessment and District Assessment Specialist will collect student assessment data to document the effectiveness of their assistance to staff and 	<p>Principals K-12 2009-2014</p> <p>Asst. Supt. Ed. Serv. Admin. For Assess and Account. Directors Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2012</p> <p>Assist. Supt. Of Ed. Serv. Admin. For Assess. and Account</p>	<p>TRAC Coaches Training</p> <p>EADMS DSAT ETS Assessment Bank</p> <p>TRAC and EL Coaches Training Materials RCOE Consultants Facilitators</p> <p>ETS Assessment Bank DSAT EADMS</p>	<p>\$1,013,000</p> <p>\$225,000</p> <p>\$1,000,000</p> <p>\$225,000</p>	<p>Title I</p> <p>Title I Lottery</p> <p>Title I EIA/LEP</p> <p>Title I Lottery</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>students and provide the data to district and site administrators. They will support data analysis at grade level and department meetings. A district administrator (Director of C & I or Assistant Superintendent for Educational Services) will be assigned to convene regularly scheduled meetings with assessment administrator and assessment specialist for feedback, planning and professional development.</p> <ul style="list-style-type: none"> • K-5 level standards-based report cards will be implemented and regularly updated and reviewed. Teachers will receive training annually on the uses of the benchmark assessments, short cycle assessments, self assessment methods e.g. exemplars, rubrics), and report cards. Parents will be informed of benchmark assessments, short cycle assessments, rubrics, report cards through meetings of SSC, ELAC, PTO, and DELAC, parent conferencing and parent night presentations. Teachers will review assessments and rubrics with students. Special education teachers will supplement district report cards with progress reports on academic goals. <p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> • California Preschool Learning foundations is the framework for planning structure of preschool program • ECE teachers received training on standards. Standards are reviewed with parents at meetings and during conferences. 	<p>Directors 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 Director of SpEd 2009-2014</p> <p>Assist. Supt. Of Ed. Serv. Coordinator Of ECE 2009-2014</p>	<p>Assessment Materials Training Project Facilitators</p> <p>Materials Staff Development</p>	<p>\$700,000</p> <p>\$3,000</p>	<p>Title I Title III ELAP EIA/LEP</p> <p>Head Start ECE</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Implement use of state adopted textbooks at K-12 grade levels (Houghton Mifflin Reading, K-5; Open Court, K-5; Holt Literature and Language Arts 6-8; Prentice Hall Language Arts 9-12). All students (100%) including Students with Disabilities and English learners have access to core materials and interventions. • District and site administrators will ensure that all students, including English learners and Students with Disabilities, will use the most recent SBE materials. District and site administrators will ensure that all students including underperforming Students with Disabilities and English learners have access to the core curriculum by examining grade level and department schedules to verify the schedules allocate the required instructional time in the core curriculum for all students. • Use of CELDT warm-ups will be utilized in all ELD classes. • District and site administrators will prioritize instructional time allocated to core curricular areas and tiered interventions and protect this time from interruptions: 	<p>Assist. Supt. Of Ed. Serv. Director of SpEd Director of SPFO 2009-2014</p> <p>Assist. Supt. Of Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Director of SFPO Principals k-12 2009-2012</p> <p>Assist. Supt. Of Ed. Serv. Directors Principals K-12 2009-2014</p>	<p>EL Coaches Project Facilitators</p>	<p>\$1,000,000</p>	<p>Title I Title III ELAP EIA/SCE</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Site administrators will distribute the pacing calendars to all teachers prior to the beginning of the school year to ensure they know when standards are taught and in what sequence and are familiar with the DSAT assessment windows. 	Principals K-12 2009-2014	Materials	\$5,000	General Fund
<ul style="list-style-type: none"> Site administrators will meet on a regular basis with teachers and monitor the implementation of the pacing calendar. 	Principals K-12 2009-2014	TRAC Teams	\$1,000,000	Title I
<ul style="list-style-type: none"> Each site administrator will report, at monthly grade span principal meetings, on how each grade level team and/or department at their site is progressing relative to the pacing calendars. Adjustments to the pacing calendar will be made, if necessary, at these monthly principal meetings. 	Assist. Supt of Ed. Serv. Directors Principals K-12 2009-2014	TRAC Teams	\$1,000,000	Title I
<ul style="list-style-type: none"> District and site level administrators, along with teachers, will develop cut points for proficiency levels and common rubrics to review student work and establish SMART goals between formative assessments. These will include, but are not limited to, benchmark assessments, writing assessments and short cycle assessments. 	Assist. Supt of Ed. Serv. Directors Principals K-12 2009-2014	TRAC Teams	\$1,000,000	Title I
<ul style="list-style-type: none"> District and site administrators, along with teachers, will use a variety of assessment data to appropriately place students in and out of tiered intervention classes. 	Principals K-12 2009-2014			
<ul style="list-style-type: none"> Site administrators and collaborative teams will monitor the effective use of diagnostic data and continuously review student data and class placement to avoid tracking. 	Assist. Supt of Ed. Serv. Directors Principals K-12 2009-2014	TRAC Coaches EL Coaches	\$1,000,000	Title I EIA/LEP
<ul style="list-style-type: none"> Teachers, including Special Education teachers and TRAC and EL coaches, will meet during collaborative time, by grade-level or departments, to examine student work 	Assist Supt. Of Ed. Serv. Principals K-12	TRAC Coaches EL Coaches	\$1,000,000	Title I EIA/LEP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade level/content area standards.</p> <ul style="list-style-type: none"> Articulation meetings between and among the grade levels and grade spans (Pre-K to Kindergarten, elementary to middle school and middle school to high school) will occur twice annually to monitor program effectiveness, student progress toward grade-level/content area standards mastery, and to determine appropriate entry and exit level for targeted intervention. TRAC and EL coaches will provide teachers coaching and modeling of strategies to build effective standards-based reading instruction and access to core academic subjects. <p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Uses Houghton Mifflin Pre-K ELA program. Has a pacing guide for themes and skills. Use DRDP to assess, compile results, and analyze Develops ILP yearly goals with parent input 	<p>2009-2014</p> <p>Assist Supt. Of Ed. Serv. Principals K-12 Coordinator ECE 2009-2014</p> <p>Assist Supt. Of Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Director of Spec. Programs Coordinator ECE 2009-2014</p>	<p>Materials</p>		
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> District staff will collaborate with our State Preschool and Head Start programs to provide pre-kindergarten programs focused on the pre-kindergarten foundations in language development and pre-reading, and socialization skills. 	<p>Director of Sp. Programs Coordinator ECE 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • All of our identified strategic and intensive intervention students, including Students with Disabilities and English learners, will receive reading and /or ELD intervention during the school day and will be offered before and/or after school intervention instruction. • Staff will collaborate with the Special Education department to ensure fidelity to the District Response to Intervention (RTI) framework of interventions. • District and site administrators will take the following steps to guarantee that all students including Students with Disabilities and English learners receive access to a systematic framework of tiered interventions, regardless of the school they attend or the teacher to whom they are assigned: <ol style="list-style-type: none"> 1. The district will develop a self-study process for the school sites to examine how they currently provide targeted intervention/support for students, including on-going monitoring. The results of the study will identify which components of RTI are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented. 2. The district will support the implementation of RTI by helping each school site create and monitor an implementation plan that reflects its unique student needs and school culture. 3. The district will provide sites with introductory information on RTI models for the site administrator to share with staff. 4. The district will provide the sites with alternative RTI models to implement that are aligned to the results of their self-study. 	<p>Assist. Supt. Ed. Serv. Principals K-12 Directors 2009-2014 Director of SpEd 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p>	<p>Supplemental Educ. Serv. Materials/Resources Extra Duty Hours</p> <p>TRAC Coaches Training RTI Consultants</p>	<p>\$1,000,000</p> <p>\$1,200,000</p>	<p>Title I EIA/SCE EIA/LEP SIP</p> <p>Title I EIA/SCE EIA/LEP Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. The district will support and monitor the implementation of the site's grade level/content level master schedule with the effective use of instructional time and transition. All principals and certificated staff participate in training that introduces and/or reinforces the district RTI tiered intervention model and philosophy.</p> <p>11. All intensive intervention students will use the newly adopted R/LA intervention materials. All such students scoring two or more grade levels below, including English learners and Students with Disabilities in accordance their IEPs, will be assessed and appropriately placed in an intensive intervention class, such as Read 180, until the student can be successfully placed in the core ELA program.</p> <ul style="list-style-type: none"> • Kindergarten teachers will use benchmark data to identify and prioritize students in need of reading intervention and provide extended learning opportunities for kindergarteners before and/or after school and/or during the summer. • Additional instructional time in the full day kindergarten classrooms will provide additional learning time for ELD and ELA. • District staff will offer after school programs in collaboration with community-based programs that support literacy and language skills. Student progress data will be shared with principals and distributed to teachers. • Provide a summer instructional program in reading for students in grades 2-8 at academic risk of grade retention. 	<p>Assist. Supt. Ed. Serv. Elem. Principals 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 Director Spec. Prog. Assist. Supt. Ed. Serv. 2009-2014</p>	<p>Materials Consultants</p> <p>Materials Extra Duty</p> <p>Push-in teachers</p> <p>EADMS</p>	<p>\$1,000,000</p> <p>\$400,000</p> <p>\$255,000</p> <p>\$100,000</p>	<p>Title I EIA/SCE EIA/LEP</p> <p>Title I EIA/SCE</p> <p>Title I</p> <p>Lottery</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Early Childhood Education (ECE) <ul style="list-style-type: none"> Research software designed for pre-school age 	Director of Sp. Prog. Coordinator Of ECE 2009-2014	Software	\$50,000	Head Start State Pre-school
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> All certificated staff members new to the district will participate in an administrator/teacher training that introduces them to EADMS, DSAT, instructional materials, assessments, district programs and policies and any other district-wide training delivered within the last three school years. All classified staff will participate in training aligned to their specific jobs in order to better support school sites. Customer service will be one of the focus areas of the training. All teachers/administrators will receive training, including annual training updates, in the use of EADMS in order to support standards-based assessment and instruction. The district and site administrators, along with TRAC and EL coaches and teacher leaders, will develop and implement a written professional development plan embedded in the SPSA that is focused on student learning and aligned with the LEA Plan. This plan will promote professional development that is internally coherent, of sufficient rigor and duration including classroom support and coaching and is sustained over a period of time. The plan will be implemented into the existing TRAC program. 	Assist. Supt. Ed. Serv. Directors Admin for Assess and Account. 2009-2014 Assist Supt of Ed. Serv. 2009-2014 Assist Supt. Ed. Serv. Directors K-12 Principals 2009-2014	Materials BTSA Coordinator Training Materials TRAC and EL coaches	\$100,000 \$200,000 \$1,000,000	Title II General Fund Title I EIA/LEP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The success of the plan and the need for adjustments will be measured annually by improved student achievement. Instructional staff, including teachers, special education teachers, specialists, administrators, and paraprofessionals, will be competent and current in training and engage in regular follow-up to: <ol style="list-style-type: none"> 1. Identify early, appropriate tiered interventions to help all children learn 2. Improve student behavior and motivation to learn and succeed 3. Involve parents in their children’s education 4. Use assessments to improve classroom practice and student learning 5. Effectively use differentiated instruction to meet the needs of Students with Disabilities and English learners. • Using a process and protocol to evaluate teacher professional development programs, district and site administrators will analyze staff professional development programs to determine whether there has been a substantial measurable impact on increasing student academic achievement with a special focus on English learners and Students with Disabilities. Modifications to the professional development programs will be made if necessary. • District and site administrators will prioritize their own professional growth activities that will enhance their leadership and are aligned with the district organizational goals and includes the following: <ol style="list-style-type: none"> 1. Completion of AB 430 training (institute and practicum) in the most recent R/LA and ELD curricula adopted by the district. 	<p>Superintendent Assist. Supt. Ed. Serv. Directors 2009-2014</p> <p>Director of Spec. Prog. 2009-2014 Director of SFPO 2009-2014</p> <p>Director SFPO 2009-2014</p>	<p>Consultants</p> <p>Training Costs</p> <p>SFPO Project Facilitator Materials</p>	<p>\$200,000</p> <p>\$20,000</p> <p>\$500,000</p>	<p>NCLB – Title I</p> <p>Staff Dev Principal Training Title I Title III ELAP EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Training on the use of classroom observational tools for English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Access to Core strategies.</p> <p>3. Training on the implementation of English learner programs, principles of second language acquisition, current research on English learners, and completion and monitoring of the Academic Support Plan for long-term English learners, and use of the RTI template from State and Federal Programs Office.</p> <p>4. District leaders will monitor completion of AB 430 training and coordinate follow-up discussions at ILT meetings.</p> <ul style="list-style-type: none"> • To address the needs of general education students and Students with Disabilities all administrators and teachers will receive training on Response to Intervention (RTI). • Site administrators will ensure that each school's SPSA describes and funds specific activities that are aligned with the LEA Plan's for professional development strategies. • District and site administrators will ensure that all teaching staff with less than two years of experience in the district and experienced teachers who need assistance will receive in-class support on the implementation of standards-based instruction from a support provider as part of the district BTSA/PAR Program. • The district professional development plan will document steps to provide all R/LA teachers with SB 472 training (including the 80 hour practicum) in the adopted R/LA curriculum and ensure and monitor that all reading teachers have completed the training. 	<p>Assist. Supt. Ed. Serv. Director of Spec. Programs 2009-2014</p> <p>Director of SFPO Principals K-12 2009-2014</p> <p>Assist. Supt. Of Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director Sp. Programs 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Principals K-12 Directors 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director of SpEd 2009-2014</p>	<p>SFPO Project Facilitators Materials</p> <p>Training Cost</p> <p>PAR/BTSA Coordinators BTSA Providers</p> <p>Training Materials Stipend for practicum hours</p>	<p>\$500,000</p> <p>\$208,000</p> <p>\$6,075,000</p>	<p>Title I Title III ELAP EIA/LEP</p> <p>Title II</p> <p>Mandated Prof. Development</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> To promote professional collaboration, all K-12 teachers, including special education teachers, will meet during protected collaborative time by departments, teams, and/or grade levels to review student work samples, collaboratively develop appropriate intervention plans for individual students and identify areas of improvement in the program. Meetings will include modeling of appropriate teaching practices, planning strategies and standards-based lesson design, including assessment. Records and evidence of this work will be collected-including rubrics and exemplars. Agendas of the meeting will be submitted with notes to the site administrator for review, signature and return. Principals will discuss their sites efforts to promote collaboration at monthly principal meetings and monthly ILT meetings. 	Superintendent Assist. Supt. Ed. Serv. Principals K-12 Directors 2009-2014	TRAC Coaches Training materials	\$1,300,000	Title I
<ul style="list-style-type: none"> The district will use identified assessment instruments to be used for district-wide screening of both academic and behavioral needs. The district expectation is that general education and special education instructional staffs assume an active role in the assessment process. Each site will be expected to use the district-identified assessments and the results of the assessments will be kept in a district database. This will enable the district and sites to better monitor student progress, the effectiveness of certain interventions/supports, and how the district and sites might improve the RTI implementation. 	Assist. Supt. Ed. Serv. Director of SpEd 2009-2014	Cost of ETS Assessment bank	\$130,000	Title I
<ul style="list-style-type: none"> All K-8 teachers including special education teachers will receive training updates on their standards-based reading and intervention materials. 	Assist. Supt. Ed. Serv. Director of SpEd 2009-2014	SpEd TRAC coach Training materials	\$200,000	Title I Title II
<ul style="list-style-type: none"> District administrators will ensure that site administrators and teachers are trained and supported/coached on their roles in collaborative data teams. 	Superintendent Assist. Supt. Ed. Serv. 2009-2014	RCOE Consultants Training materials	\$50,000	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District administrators will develop and train site staff in structured protocols and tools to facilitate data discussions and monitor collaborative progress towards goals. District and site administrators will provide access to SELPA workshops to site administrators, teachers, parents and paraprofessionals. To better serve students at risk, district and site administrators will provide professional development to teachers and paraprofessionals on accommodations and tiered interventions. Once RTI model is fully implemented, Tier III level of interventions will require special education and general education teachers to meet and review student work samples. All teachers, including special education teachers, will meet regularly by department, teams, and/or grade levels to review student work samples, collaboratively develop appropriate intervention plans for individual students and identify areas of improvement in the program. Meetings will include modeling of appropriate teaching practices, planning strategies and standards-based lesson design, including assessment. Records and evidence of this work—including rubrics, exemplars, agendas and minutes—will be submitted to the site administrator for review, signature and return. The district will require each school request for professional development to be linked to a specific strategy in the school's Single Plan for Student Achievement. <p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Staff members receive training in standards-aligned curricula (HM Reading and Math), English learner strategies. 	Assist. Supt. Ed. Serv. Directors Principal K-12 Director of SpEd 2009-2014	TRAC (RCOE Consultants) Sub fees	\$110,000	Title I
		Staff Development RTI model Materials	\$100,000	Title I
		TRAC SpEd Facilitators Sub fees	\$130,000	Title I Title II
	Assist. Supt. Ed. Serv. Director of SFPO Coordinator ECE 2009-2014	SFPO Facilitators	\$100,000	Title I Title III EIA/LEP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> All schools will organize involvement activities to stimulate family participation around the areas of parenting, communicating, learning at home, decision-making, collaborating with the community, and volunteering. Each school will form a School Site Council (SSC) and an English Learner Advisory Committee (ELAC) that consists of staff, parents, and community members. Each year these two groups will review the assessment data in the area of reading and offer suggestions/input for program improvement at the site. Each Title I school will hold at least one Title I Parent meeting annually. Title I parents will help create the school's Title I Parent Involvement Policy. At the meeting, parents will receive information about state standards for reading and ways they can support reading at home. The District English Learner Advisory Committee (DELAC) will be provided student's assessment results with explanations for interpretation and review district level assessment data in reading and offer suggestions for program improvement. A representative group will form a District Special Education Advisory Committee with parent members. The Committee will meet three times per year to discuss services provided to Students with Disabilities 	<p>Assist. Supt. Ed. Serv. Director of SFPO Principal K-12 2009-2014</p> <p>Director of SFPO Principals K-12 2009-2014</p> <p>Director of SFPO Principals K-12 2009-2014</p> <p>Director of SFPO 2009-2014</p> <p>Director of SpEd 2009-2014</p>	<p>Parent Programs Parenting for Success Price Parenting Facilitators</p> <p>Extra Duty and materials Materials Extra Duty</p> <p>Materials Extra duty</p> <p>Project Facilitators SFPO Materials Extra duty</p> <p>Training</p>	<p>\$100,000</p> <p>\$15,000</p> <p>\$2,000</p>	<p>Title I EIA/LEP EIA/SCE</p> <p>Title I</p> <p>IDEA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Parents and community will be provided with written grade level standards and expectations for student achievement in reading/language arts. Additionally, parent trainings focused on strategies for parents to use to support their children in the area of reading/language arts will be held at least twice yearly by district/school staff. 	Assist. Supt. Ed. Serv. Director SFPO Principals K-2 2009-2014	Materials Extra Duty	\$20,000	Title I
<ul style="list-style-type: none"> District and school administrators will communicate with parents in a language they can understand and in a timely manner about academic proficiency levels, grade-level standards, and data reporting on the Standardized Testing and Reporting (STAR) program and local assessments, and available assistance. All notices, reports, statements, or records that district staff sends parents or guardians are required to be written in English and the primary language if 15% of the students speak a primary language other than English. K-5 individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessment results and reading program. Opportunity for training on district's communication system (i.e. phone's school to home) will be provided. 	Assist. Supt. Ed. Serv. Director SFPO	Translation costs Extra duty Training	\$20,000	EIA/LEP
<ul style="list-style-type: none"> Site administrators will ensure that teachers regularly inform parents of their child's academic progress through six to eight week progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student failing a course. 	Principals K-12 2009-2014	Translation costs	\$20,000	EIA/LEP
<ul style="list-style-type: none"> The district will use standards-based student progress reports for K-8 students. In addition to standards-based progress reports, special education teachers will provide progress reports on IEP goals. 	Assist. Supt. Ed. Serv. Director SpEd Principals K-12 2009-2014			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The district will communicate to parents the graduation course requirements for reading and language arts and information on the California High School Exit Exam. • The district will communicate information about completion of language arts courses necessary for admission to postsecondary education options. • The district and site administrators will inform the parents of students in Program Improvement schools of their right to school choice with paid transportation and/or supplemental services. • Our district and site administrators will inform all parents of English learners of the following: <ol style="list-style-type: none"> 1. The student’s identification as an English learner, the student’s benefit in receiving English language development (ELD) instruction, and the program’s specific reclassification criteria. 2. The student’s English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student’s academic achievement. 3. A student’s placement in ELD instruction within the first six weeks of such placement if the student is enrolled after the beginning of the school year. 4. How to be involved in their children’s education and how to assist their children in attaining proficiency in English and core academic subjects. 5. Information on English learner programs. 6. Meet yearly with parents of long-term English learners (LTELs) to review progress and identify recommended interventions. 	<p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. High School Principals 2009-2014</p> <p>Director SFPO Principals K-12 2009-2014</p>	<p>Cost of mail SES parent fair</p> <p>EL Leadership</p>	<p>\$10,000</p> <p>\$40,000</p>	<p>Title I</p> <p>Title III – LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District and site administrators will provide parents of Students with Disabilities with materials and training to help parents work with their children to improve literacy. 	Director of SpEd Principals K-12 2009-2014	Materials Extra duty hours Training	\$3,000	IDEA
<ul style="list-style-type: none"> Our district and site administrators will provide child care and arrange meetings at a variety of convenient times to enable parents to participate in school-related meetings and training sessions. 	Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014	Materials Extra duty hours Translation Child care costs	\$1,000	IDEA
<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Provide parents with grade level expectancies Provide parents with individual assessment results Parent/Teacher Family compact Program governance component preparing parents to serve on SSC and district advisory committees Provide Family Stories, a six week course to assist parents as their child's first teacher Provide home to school activities to support learning in the classroom. Conduct monthly meetings with the parents of special education ECE students to inform them of current topics. 	Director of Sp. Prog. Coordinator ECE 2009-2014	Materials Cost of presenter Child care Books	\$5,000	Head Start ECE
	Director of SpEd 2009-2014	Materials	\$300,000	Title I EIA/SCE

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • A Kindergarten orientation program for students and parents will be held each year to familiarize the parents with language arts standards expectations at the elementary school. • A middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with language arts standards expectations at the middle school. • District and site administrators at the middle schools will collaborate with the high schools to create orientation programs for eighth grade students moving to the high school. • Our identified students will participate in tiered intervention instruction during the school day focused on the reading standards that need additional instruction and practice. K will receive 30 minutes of additional tiered intervention instruction. Grades 1-5 will receive 30-45 minutes of additional tiered intervention instruction. Middle school students identified for intervention by placement tests and assessments will receive an additional class period of intervention instruction in lieu of an elective. • Middle school students will be assessed to determine if that placement is still appropriate for second semester or if they should be enrolled in an elective. District will support the implementation of middle school intervention within the school schedule by helping each school create and implement a program that reflects their student needs. 	<p>Elementary School Principals 2009-2014</p> <p>Middle School Principals 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p>	<p>Materials</p> <p>Materials</p> <p>Instructional Materials</p> <p>Training</p> <p>ETS Assessment Bank</p>	<p>\$5,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$300,000</p> <p>\$130,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I EIA/SCE</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The district will provide CAHSEE classes for high school students. The instructional content of the CAHSEE classes will be determined by analysis of pre-CAHSEE assessments and analysis of CAHSEE results for those students who have not passed the CAHSEE. Transition IEP meetings will be held for all students with disabilities transitioning from Infant to Preschool, Preschool to Kindergarten, Elementary to Middle School, and Middle School to High School to familiarize the parents and students with the programs and expectations available at the next level. 	<p>Assist. Supt. Ed. Serv. Directors H.S. Principals 2009-2014</p> <p>Director SpEd 2009-2014</p>	Materials	\$220,000	AB 128
<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Information to parents about kindergarten options and timelines Preschool orientation is mandatory for participation in licensed facilities Preschool transition to kindergarten includes parent meeting regarding expectations, standards, and a kindergarten walk about 	Director of Spec. Prog. Coordinator ECE 2009-2014	Materials	\$3,000	Head Start ECE

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Desert Sands Unified School District Board of Trustees and administration will fully support the Public School Accountability Act. • Desert Sands Unified School District employees will participate in all phases and components of the state’s standards-based assessment system. • Test data, API, AYP and embedded AMAO results will be used to monitor programs and drive changes in instructional practice as needed. • Student achievement of grade level standards is monitored at school sites by: <ol style="list-style-type: none"> 1. Regular analysis of assessment results by teachers in grade level and department groups and by the principal. 2. Principals will actively supervise and monitor that there is grade level standards-based instruction. • Each site will have a Single Plan for Student Achievement, aligned to the Local Educational Agency Plan, which will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data. • District assessment results and other relevant student work will be analyzed and used to drive changes in the instructional calendar and intervention practices during the academic year. • Supplemental programs will be monitored by principals and directors in terms of how well they: <ol style="list-style-type: none"> 1. Extend the student’s instructional day with a rich intensive reading program 	<p>Superintendent School Board 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director of SFPO 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. 2009-2014</p> <p>Directors Principals k-12 2009-2014</p>	<p>EADMS</p> <p>Supplemental Programs Extra duty</p>	<p>\$100,000</p> <p>\$1,000,000</p>	<p>Lottery</p> <p>ASES Title I EIA/SCE EIA/LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Support the base program 3. Provide additional specific reading instruction for at-risk students</p> <ul style="list-style-type: none"> • Professional development is monitored by principals and directors according to how it impacts classroom instruction by: <ol style="list-style-type: none"> 1. Providing teachers opportunities to grow professionally 2. Providing teachers the skills and strategies to improve academic achievement 3. Monitoring teacher use of these skills and strategies to meet grade level standards 	<p>Directors Principals K-12 2009-2014</p>	<p>Training Materials Coaches</p>	<p>\$1,500,000</p>	<p>Title I Title II EIA/SCE EIA/LEP Title III – LEP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest- performing student groups:</p> <ul style="list-style-type: none"> • Students in K-12 with identified special instructional needs will receive a program as determined by IEP team decision based upon a review of individual data, ensuring appropriate accommodations and support as defined in their IEPs. • These data will include but not be limited to: state test data; district benchmark data; short cycle assessments; IEP assessments; teacher-made assessments; formative and diagnostic assessments; family history and parent observation; medical and psychological information and assessments; and student work products. • Students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on the CST and other assessments in language arts will be scheduled into a tiered reading intervention session. Benchmark assessments will be used to identify children who struggle in reading in grades K-2. • Students in grades 2-5 scoring FBB & BB proficiency in reading on benchmark assessments and CST will have available based on funding, summer intervention instruction focusing' on reading/language arts standards. Parents will receive notice early in the school year regarding their child's academic risk of grade retention. • District will provide specific program support to students performing at the Far Below Basic and Below Basic levels on the CST in reading/language arts. <ul style="list-style-type: none"> 1. Use specific research-based programs to support student intervention including Read 180, Kaleidoscope, Success Maker, Accelerated Reader, Waterford, and English Now! 	<p>Director SpEd 2009-2014</p> <p>Director SpEd 2009-2014</p> <p>Elem and middle school principals 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-5 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p>	<p>Materials Programs ETS assessment bank</p> <p>Summer school teachers Materials</p> <p>Materials Books Software Hardware</p>	<p>\$500,000</p> <p>\$1,800,000</p> <p>\$2,000,000</p>	<p>Title I EIA/SCE SIP</p> <p>Title I EIA/LEP General Fund</p> <p>Title I EIA/LEP EIA/SCE SIP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Parents receive assistance with P/T conferences and school and district generated communication <p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> All of our district’s stakeholders will hold and communicate the primary mission— to ensure that all students acquire the skills and knowledge to succeed as independent thinkers, lifelong learners, productive, responsible global citizens by assuring equal access to innovative, student-centered learning environments through caring, committed staff, working in partnership with families and our community. The district Governance Team will demonstrate leadership that provides equity by ensuring consistent expectations and applications of policy and procedure at each school site. The district will provide all administrators and supervisors training in contract management including the evaluation of certificated and classified employees, transfer procedures, and the grievance process. Investigate the use of the district high school and colleges and university students as tutors for K-8 students. Parenting for Success, Price Parenting, and other parent support programs will be used to provide training on how parents can support their children’s academic achievement. After school programs will utilize academic software to provide tutoring and academic support to students including computer generated assessment. Data will be gathered on student achievement and shared with the school site and district. Modifications and adjustments will be made to the after school program based on the students’ assessment results. Modifications and adjustments will be made to the after school program based on the students’ assessment results. 	<p>Coordinator ECE 2009-2014</p> <p>Superintendent 2009-2014</p> <p>School Board 2009-2014</p> <p>Superintendent 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Principals K-12 2009-2014</p> <p>Director of Spec. Prog. 2009-2012</p> <p>Director of Spec. Prog. Principals K-12 2009-2012</p>	<p>Materials</p> <p>Consultant Fees</p> <p>Materials Translators Extra duty Facilitators</p>	<p>\$3,000</p> <p>\$200,000</p> <p>\$100,000</p>	<p>Head Start ECE</p> <p>NCLB – Title I</p> <p>Title I</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • DSUSD will provide a balanced, comprehensive mathematics program that is aligned to grade level state standards and uses effective teaching strategies to meet the needs of all learners, including skill development, concept development, and problem solving in the mathematics program. • Site administrators will receive training on standards and how to coach, supervise and support teachers in instituting the full implements of SBE approved mathematics materials and aligning instruction to standards. • District and site administrators and teachers will receive training to focus their instructional efforts in high leverage strategies that address the unique needs of English learners. These strategies are: <ol style="list-style-type: none"> 1. Use direct interactive instructional method 2. Check for understanding; modify and adjust lessons as necessary 3. Provide frequent teacher and student verbal and non verbal responses 4. Use a variety of instructional groupings are used during instruction 5. Use study guides, outlines, or highlighted text available 6. Detail language and content objectives 	<p>Superintendent Assist. Supt. Ed. Serv.2009-2014</p> <p>Assist. Supt. Ed. Serv.2009-2014</p> <p>Assist. Supt. Ed. Serv.2009-2014</p> <p>Director SFPO 2009-2014</p>	<p>Textbooks</p> <p>EL Coaches EL Leadership</p>	<p>\$550,000</p>	<p>IMF</p> <p>EIA/LEP Title III – LEP</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District and site administrators, along with teachers, will implement an assessment schedule, which includes agreed upon common benchmark assessments and timetables for their administration. A comparison between key standards tested on the CSTs and those covered in the adopted text will be carried out prior to the beginning of the school year and when variances are detected, district and site staff will develop supplementary assessments targeting the key standard. 	Assist. Supt. Ed. Serv. Principals K-12 2009-2014	DSAT – ETS Assessment Bank RCOE Consultants Release time for TRAC training	\$230,000	Title I
<ul style="list-style-type: none"> District and site administrators, along with teachers, will use assessment results to determine what research-based materials are needed to supplement the adopted textbooks to ensure that all key standards are mastered. 	Assist. Supt. Ed. Serv. Principals K-12 2009-2014			
<ul style="list-style-type: none"> District and site administrators, along with teachers, will develop a timetable for regular, collaborative, grade-level, interdisciplinary team and department-level meetings in which teachers and site administrators collaboratively discuss and analyze student achievement data and plan lessons based on the analysis of the data. Meeting will include all teachers, K-12, including specialists and special education teachers. Elementary grade level leaders and middle school team leads will submit agendas and minutes to site level administration for review, administrative signature and return. 	Assist. Supt. Ed. Serv. Principals K-12 2009-2014	TRAC Coaches TRAC team meetings	\$1,100,000	Title I
<ul style="list-style-type: none"> District and site administrators will collect data from district-wide math common assessments every <u>six to eight</u> weeks and evaluate the effectiveness of school programs and the allocation of resources to improve student achievement. 	Assist. Supt. Ed. Serv. Principals K-12 2009-2013	(DSAT) ETS Item Bank	\$130,000	Title I
<ul style="list-style-type: none"> Site administrators will gather feedback from K-12 teachers on the effectiveness of lessons in the mathematics and mathematics intervention textbooks. The district will provide a list of approved research-based intervention materials. 	Assist. Supt. Ed. Serv. Principals K-12 2009-2013			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> All Desert Sands Unified School District teachers will administer district math benchmark assessments. <ol style="list-style-type: none"> All teachers K-12 will scan each individual student's tests into DSAT for benchmark assessments. District office staff will use data from the benchmark assessments only to evaluate program effectiveness and learn how to better support the school sites. Annual EADMS training will be provided district-wide for new staff members and updated training will be provided for all staff members. 	<p>Superintendent Assist. Supt. Ed. Serv. 2009-2014</p>	<p>DSAT – ETS Assessment Bank EADMS Training</p>	<p>\$230,000</p>	<p>Lottery Title I</p>
<ul style="list-style-type: none"> District will utilize specialists for improving student learning, including district project facilitators, TRAC coaches and specialists with skills to assist student special instructional needs. Facilitators, coaches and specialists will provide direct support in the classroom and model effective instructional practices. 	<p>Assist. Supt. Ed. Serv. 2009-2014</p>	<p>Facilitators Coaches RCOE Consultants</p>	<p>\$1,600,000</p>	<p>Title I EIA/LEP Title III – LEP ELAP</p>
<ul style="list-style-type: none"> At the K-5 level, standards-based report cards will be implemented and regularly updated and reviewed. Parents, students and teachers will receive training annually on the uses of the benchmark assessments, short cycle assessments, self assessment methods, e.g. exemplars, rubrics, and report cards through SSC, ELAC, Title I, PTO, DAC, and DELAC meetings, parent conferencing and parent night presentations. 	<p>Superintendent Assist. Supt. Ed. Serv. Principals K-12 2009-2013</p>	<p>DSAT – ETS Assessment Bank EADMS</p>	<p>\$230,000</p>	<p>Lottery Title I</p>
<ul style="list-style-type: none"> Analyze the California Standards Tests data by subgroup and grade. 	<p>Admin. Assess. and Account. 2009-2013</p>			
<ul style="list-style-type: none"> Use district assessment data and analyze for targeted standards-based instruction. 				
<ul style="list-style-type: none"> Train principals through AB 430 to implement and supervise a standards-based mathematics program. 		<p>Training costs Materials BTSA Coord. & BTSA providers</p>	<p>\$208,000</p>	<p>Title II</p>
<ul style="list-style-type: none"> Train new teachers on state content standards through BTSA. 				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> An informal assessment is completed in January on basic math concepts. Results are shared with parents at a school conference along with ideas to help the child meet the expected proficiency level. 	<p>Coordinator ECE 2009-2013</p>	<p>Cost of substitutes</p>	<p>\$2,5000</p>	<p>Head Start Pre-school funds</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> DSUSD will continue to use state adopted textbooks at K-12 grade levels (Harcourt Math, K-5; McDougall Littell Math, 6-9, and Algebra I). All students including English learners and Students with Disabilities have access to these core materials and interventions. District and site administrators will ensure that all students including English learners and Students with Disabilities, in all classrooms K-12 utilize the most recent SBE mathematics materials on the state-adopted list, including intervention in mathematics. The district will develop a process to adopt and phase in the mathematics curriculum to include the following: <ul style="list-style-type: none"> 1. Use the CISC Toolkit to conduct district scan of student needs and inform pilot choices. 2. Review and/or pilot materials. 3. Gather data from teachers piloting the materials. 4. Procure local board approval. 5. Identify funds and purchase the materials. 6. Verify that all Teacher Editions are distributed to teachers before SB472 training. 7. Distribute all materials to teachers. 	<p>Superintendent Assist. Supt. Ed. Serv. 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Director of SpEd 2009-2014</p>	<p>Materials</p> <p>Materials</p>	<p>\$1,500,000</p> <p>\$1,500,000</p>	<p>IMF Funds</p> <p>IMF Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The district and site administrators will take the following steps to support the use of standards- aligned instructional materials and strategies: <ol style="list-style-type: none"> 1. Develop and maintain a textbook inventory and purchasing system to ensure that all students including English learners and Students with Disabilities have access to SBE current adopted materials by the first day of school. 2. Conduct the textbook adoption process in a timely way to ensure that students have access to the most recent adopted materials by the first day of school and that the newest math adoption is in use in every classroom. 3. Visit classrooms regularly to ensure that the instructional materials are being used daily and with fidelity. 4. Examine and monitor the curriculum for all categorical programs and instructional support programs (e.g., extended day programs and summer school) to ensure that all materials in use are standards-based/aligned. • District and site administrators will ensure that all students including underperforming Students with Disabilities and English learners have access to the core curriculum by examining grade/department level daily schedules to verify the schedules allocate the required instructional time in the core curriculum (math) for all students. • Our district and site administrators will routinely visit classrooms and monitor the implementation of state recommended instructional time allocations for math: 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Principals K-12 2009-20014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source										
<table border="1" data-bbox="180 358 821 516"> <thead> <tr> <th>MATH</th> <th>INTERVENTION</th> </tr> </thead> <tbody> <tr> <td>Gr. K ½ day = 30 minutes</td> <td>+ 15 minutes</td> </tr> <tr> <td>Gr. K full day = 60 minutes</td> <td>+ 15 minutes</td> </tr> <tr> <td>Gr. 1 – 5 = 60 minutes</td> <td>+ 15 minutes</td> </tr> <tr> <td>Gr. 6 – 8 = one class period</td> <td>+ 30 minutes</td> </tr> </tbody> </table> <p data-bbox="201 553 863 670">All students are encouraged to take mathematics courses throughout high school. For the graduates in the Class of 2010 and beyond, at least three years of math (30 semester units), including Algebra I, are required for graduation.</p> <p data-bbox="212 708 842 792">District and site administrators will prioritize instructional time allocated to core curricular areas and protect this time from interruptions.</p> <ul data-bbox="132 829 863 1404" style="list-style-type: none"> • Middle and High School administrators will develop a master schedule that incorporates the following priorities: <ol data-bbox="212 889 863 1190" style="list-style-type: none"> 1. All assessed students will receive the necessary math intervention (strategic or intensive) classes as indicated by prior spring assessments. Assessments to be used are Mathematics and Algebra Readiness. 2. Develop master schedule first for students requiring math interventions (strategic and intensive). 3. Intervention programs will be offered as separate classes. (Algebra Readiness) 4. Highly qualified, well-trained teachers will teach intervention classes. • District and middle and high school staff will create and adopt a rich, challenging mathematics curriculum that is tailored to the unique needs of middle and high school students and that stresses a thinking curriculum based on promising instructional practices. These include technology support and exploratory assignments. 	MATH	INTERVENTION	Gr. K ½ day = 30 minutes	+ 15 minutes	Gr. K full day = 60 minutes	+ 15 minutes	Gr. 1 – 5 = 60 minutes	+ 15 minutes	Gr. 6 – 8 = one class period	+ 30 minutes	<p data-bbox="894 561 1058 618">H.S. Principals 2009-2014</p> <p data-bbox="894 716 1136 800">Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p data-bbox="894 1230 1157 1382">Superintendent Assist. Supt. Ed. Serv. Middle and High school principals 2009-2014</p>	<p data-bbox="1180 716 1388 773">Training on Master Calendars</p>	<p data-bbox="1516 716 1589 740">\$2,000</p>	<p data-bbox="1755 716 1829 740">Title II</p>
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<ul style="list-style-type: none"> • Specific interventions will be developed to ensure that All students pass Algebra I by the time they complete the eighth grade or have sound foundational skills to pass Algebra I in the 9th grade. Students who pass Algebra I before the eighth grade may have the opportunity to take higher-level math courses. • District and site administrators along with teachers will identify the DSUSD key/essential standards and will determine by grade level and department whether all key/essential standards (as identified in the state frameworks and CST blueprints) are covered in the adopted textbooks, identify ancillary materials and adapt adopted texts to address gaps in adopted texts, determine the critical areas to focus instruction, and develop pacing calendars to incorporate lessons from both the adopted and supplemental materials. • Site administrators will distribute the pacing calendars to all teachers prior to the start of the school year to ensure that they know when standards are taught and in what sequence. • Site administrators will meet at least monthly with teachers to monitor the implementation of the pacing calendar. • Site administrators will report at principal meetings how grade level teams and departments at their site are progressing relative to the pacing calendars. Adjustments to the pacing calendar will be made, if necessary, at these principal meetings. • District and site administrators, along with teachers, will use a variety of math assessment data to appropriately place students in and out of tiered intervention classes. • Site administrators and teacher teams will monitor the effective use of diagnostic data and continuously review student data and class placement to avoid tracking. 	<p>Assist. Supt. Ed. Serv. 2009-2013</p> <p>Principals K-12 2009-2010</p> <p>Principals K-12 2009-2010</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Principals K-12 TRAC teams 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers, including special education teachers, will meet by grade-level or math-content areas to examine student work samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade-level/content area standards. Articulation meetings between and among the grade levels (including Pre-K to Kindergarten, elementary to middle school and middle school to high school) will occur annually to monitor program effectiveness, student progress toward grade-level/content area standards mastery, and to determine appropriate entry and exit levels for targeted intervention. <p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> Houghton Mifflin math text is used. The California Preschool Learning Foundations standards are followed. 	<p>Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Director Spec. Prog. Coordinator of ECE 2009-2010</p>			
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> All identified strategic and intensive intervention students, including Students with Disabilities and English learners, will receive math intervention instruction during the school day and will be offered before and after the school day intervention instruction according to the Desert Sands Unified School District pyramid of interventions. Our district and site administrators will take the following steps to guarantee that all students including English learners and Students With Disabilities receive access to a systematic framework of tiered interventions, regardless of the school they attend or the teacher to whom they are assigned: <ol style="list-style-type: none"> District has developed a self-study process for the school sites to examine how they currently provide targeted intervention/support for students, including on-going monitoring. 	<p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The results of the study will identify which components of Response to Intervention (RTI) are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented.</p> <ol style="list-style-type: none"> 2. District will support the implementation of RTI by helping each school site create and monitor an implementation plan that reflects their unique student needs and school culture. 3. District will provide site with introductory information on RTI for site administrator to share with staff. 4. District will provide site with alternative RTI models for staff to implement that is aligned to the results of their self-study 5. District will provide templates and data for quarterly implementation reports that are reflective of the district's unique support of the RTI implementation at the site and monitors how the tiered interventions impact student achievement. 6. District will provide middle schools and high school support in developing a schedule that includes a period for strategic/intensive math intervention. All students will be assessed and appropriately placed in intensive intervention based on regular assessment every 6-8 weeks until he/she has mastered the content and ready to be placed in the core with strategic support. Eighth grade students in need of intensive intervention will be placed in Algebra Readiness. 7. District will develop common processes, protocols and support from district office administrators so RTI becomes part of the district culture. At the same time, the district recognizes that each school differs in terms of needs and resources and the district will be responsive to those unique needs. 8. Each site will be expected to use the district- identified assessments, and the results of the assessments will be kept in a district database. This will enable the district and sites to better monitor student progress, the effectiveness of 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p>	<p>ETS Assessment Bank EADMS</p>	<p>\$225,000</p>	<p>Title I Lottery</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>certain interventions/supports, and how the district and sites might improve the RTI implementation.</p> <p>9. District will support and monitor the implementation of the site's grade level/content level master schedule with the effective use of instructional time and transition.</p> <p>10. All certificated and instructional assistants new to our district will participate in training that introduces them to the DSUSD Response to Intervention tiered intervention model and philosophy.</p> <ul style="list-style-type: none"> • All intensive intervention students will use the adopted math intervention materials. All such students scoring two or more grade levels below, including English learners and Students with Disabilities in accordance with their IEPs will be assessed and appropriately placed in an intensive intervention class based on regular assessment every 6-8 weeks until he/she has mastered the content and ready to be placed in the core with strategic support. Instruction will be skill-based and directed to the particular learning needs of the intensive intervention student. • Kindergarten teachers will use benchmark data to identify and prioritize students in need of math intervention and provide extended learning opportunities for kindergarten before, during, and/or after school. • School sites will offer after school programs that support improved mathematical skills. The principal will share student progress data to parents and key stakeholder groups. • Students in need of additional intervention support will be identified early in the school year and have access to intervention supports, including a summer program. 	<p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Principals K-5</p> <p>Principals K-12</p> <p>Principals K-12</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Early Childhood Education (ECE)</p> <ul style="list-style-type: none"> • District staff will collaborate with various agencies to provide at each school site pre-kindergarten programs focused on pre-kindergarten foundations in language development and pre-reading and math and socialization skills. • State Preschool and Head Start programs will collaborate with other district programs to ensure uniform focus on pre-kindergarten foundations in language development and pre-reading, math, and socialization skills. 	<p>Director of Spec. Prog.</p> <p>Coordinator ECE 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • The district, in collaboration with a committee of teachers, administrators and community members, will conduct an examination into the different levels of technology support needed at the school sites and in the classrooms and establish goals for each of those levels. Based upon these findings and goals, the district Technology Committee will continually update and revise the current plan and make recommendations to the Superintendent on how best to align the services and current resources and if additional resources/personnel are needed. • Internet access is currently available to all teachers and students in each classroom. Site administrators will monitor appropriate district-wide use for research and report writing. 	<p>Assist. Supt. Ed. Serv. Technology teachers on Special Assign. Director of Technology 2009-2014</p> <p>Principals K-12 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • K-12 students will utilize software such as Accelerated Math, Successmaker, and other district approved software to build mathematics skills. • K-12 staff will utilize EADMS and DSAT to monitor program effectiveness and student progress in mastering the math standards, to align math assessments and materials to the standards, and to organize student tiered intervention groups by math standards and student skill needs. • The Technology Committee, in collaboration with our district technicians, will support the implementation of selected research-based software, hardware maintenance and training at school sites. The committee and technology project teachers will also support teachers with the integration of instructional technology. • Identified students at grades K-12 will receive access to approved software for intervention and enrichment. Teachers will prepare to use effective educational technology practices to support enrichment and intervention instruction. • Implement specific Student Technology Skills Standards with specific benchmark activities at various grades that are aligned to mathematic content standards. 	<p>Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director of Technology 2009-2014</p> <p>Director of Technology 2009-2014</p> <p>Director of Technology 2009-2014</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • All certificated staff members will participate in administrator/teacher training that introduces them to EADMS, instructional materials, assessments, district programs and policies and any other district-wide training. 	<p>Assist. Supt. Ed. Serv. Admin. Assess. and Account. 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • All classified staff will participate in training aligned to their specific jobs in order to better support the school sites. Customer service will be one of the focus areas of the training. • All teachers/administrators will receive training, including annual training updates, in the use of EADMS software in order to support standards- based assessment and instruction. • District and site administrators, along with teacher leaders, will develop and implement a written plan embedded in the Single Plan for Student Achievement that is focused on student learning and aligned with the LEA Plan. This plan will promote professional development that is internally coherent, of sufficient rigor and duration including classroom support and coaching and is sustained over a period of time. The success of the plan and the need for adjustments will be measured annually by improved student achievement. Instructional staff, including teachers, special education teachers, specialists, administrators, and paraprofessionals, will be competent and current in training and engage in regular follow-up to: <ul style="list-style-type: none"> 1. Identify early, appropriate interventions to help all children learn. 2. Improve student behavior and motivation to learn and succeed through focused, direct interactive instruction teaching and learning. 3. Involve parents in their children’s education. 4. Use assessments to improve classroom practice and student learning. 5. Effectively teach students with different learning styles and needs (particularly underperforming Students with Disabilities and English learners). 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director SFPO Principals K-12 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Our district and site administrators will analyze staff professional development programs using a process and protocol to evaluate teacher professional development programs, to ensure that they have a substantial, measurable impact on increasing student academic achievement with a special focus on Students with Disabilities and English learners. Modifications to the professional development programs will be made if necessary. • District and site administrators will prioritize their own professional growth activities that will enhance their leadership and are aligned with our district strategic plan and includes the following: <ol style="list-style-type: none"> 1. Completion of AB430 training (institute and practicum) in the most recent math and ELD curricula adopted by the district. 2. Training on the implementation of English learner programs, principles of second language acquisition, current research on English learners, and catch-up and acceleration programs. 3. Training on the use of classroom observational tools for English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Access to Core strategies for English learners. 4. District leaders will monitor completion of AB 430 training and coordinate follow up discussions at leadership meetings. • All administrators and teachers will receive training on Response to Intervention to address the needs of general education students and Students with Disabilities. • Site administrators will ensure that each school’s Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan’s professional development activities. 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p>	<p>BTSA/PAR Facilitator BTSA Providers</p>	<p>\$208,000</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • District and site administrators will ensure that all teaching staff with less than two years of experience in the district and experienced teachers who need assistance will receive in- class support on the implementation of standards-based instruction from a support provider as part of the district BTSA/PAR Program. • The district professional development plan will document steps to provide all mathematics teachers with SB 472 training (including the 80 hour practicum) adopted mathematics curriculum. • The district professional development plan will document steps to provide and monitor completion of SB 472 English Learner Professional Development (ELPD) for all teachers of English learners. • To promote professional collaboration, all Pre K-12 teachers, including special education teachers, will meet regularly, during protected collaborative time, by department, teams, and/or grade levels to review student work samples, collaboratively develop appropriate intervention plans for individual students and identify areas of improvement in the program. Meetings will include modeling of appropriate teaching practices, planning strategies and standards- based lesson design, and assessments. Records and evidence of this work—including rubrics, exemplars, agendas and minutes—will be submitted to the site administrator for review, signature and return. • District will identify assessment instruments to be used for district-wide screening of both academic and behavioral needs. The district expectation is that general education staffs will assume an active role in the assessment process in tier 1 and 2 interventions. 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2012</p> <p>Assist. Supt. Ed. Serv. 2009-2012</p> <p>Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Special education instructional staff will join the general education staff in the assessment process in tier 3 intervention. Each site will be expected to use the district-identified assessments, and the results of the assessments will be kept in a district database. This will enable the district and sites to better monitor student progress, the effectiveness of certain interventions/supports, and how the district and sites might improve the RTI implementation. • All K-12 teachers including special education teachers will receive training updates on their standards-based mathematics and intervention materials. • District administrators will ensure that site administrators and teachers are trained and coached for their roles in collaborative data teams. • District administrators will develop and train site staff in structured protocols and tools to facilitate data discussions and monitor collaborative progress towards goals. • District and site administrators will provide access to SELPA workshops to site administrators, teachers, parents and paraprofessionals. • To better serve Students with Disabilities district and site administrators will provide professional development to teachers and paraprofessionals on accommodations, modifications, tier 3 interventions, and instructional strategies for Students with Disabilities. • The district will require each school request for professional development to be linked a specific goal in the school’s Single Plan for Student Achievement. 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2012</p> <p>Assist. Supt. Ed. Serv. 2009-2011</p> <p>Assist. Supt. Ed. Serv. Director SpEd 2009-2011</p> <p>Director of SpEd 2009-2011</p> <p>Director SFPO 2009-2014</p>	<p>RCOE Consultants</p> <p>Consultant Fees</p> <p>TRAC Coaches SpEd Facilitator</p>	<p>\$50,000</p> <p>\$200,000</p> <p>\$1,000,000</p>	<p>Title I</p> <p>NCLB – Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • A kindergarten orientation program for students and parents will be held each year in order to assess language and reading readiness skills and to familiarize the parents with math standards expectations at the elementary school. • A grade 6 -8 middle school orientation program for students and parents will be held each year in order to familiarize the parents with math standards expectations at the middle school. • District and site administrators at the middle school will collaborate with the district high schools to create orientation programs for eighth grade students entering high school. • Identified students will participate in tiered intervention instruction during the school day organized around math standards that need additional instruction and practice. Kindergarten students will receive 15 minutes of additional tiered intervention instruction. Grades 1-5 will receive 15 minutes of additional tiered intervention instruction. Middle and high school students identified for intervention by their placement test and other assessments will receive an additional class period of intervention instruction in lieu of an elective. Middle and high school students will be assessed to determine if that placement is still appropriate for second semester or if they should be enrolled in an elective. The district high schools will include CAHSEE remediation for those students who have not passed the CAHSEE. District will support the implementation of middle and high school intervention within the school schedule by helping each school create and implement a program that reflects their unique student needs. 	<p>Principals K-5 2009-2011</p> <p>Principals 6-8 2009-2011</p> <p>Principals 6-12 2009-2011</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Desert Sands Unified School District Board of Education and administration will fully support the Public Schools Accountability Act. • Desert Sands Unified School District employees will participate in all phases and components of the state’s standards-based assessment system. • Test data, API, AYP and embedded AMAO results will be used to monitor programs and drive changes in instructional practice as needed. • Each site will have a Single Plan for Student Achievement, aligned to the Local Educational Agency Plan and to the District Strategic Plan, which will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data. State and Federal Programs Office will monitor site plans for alignment to the LEA Plan. • District assessment results and other relevant student work will be analyzed and used to drive changes in the instructional calendar and intervention practices during the academic year. • Student achievement of grade level standards is monitored at school sites by: <ul style="list-style-type: none"> 1. Regular analysis of assessment results by teachers in grade level and department groups and by the principal. 2. Principals will actively supervise and monitor the implementation of grade-level standards-based instruction. 	<p>Board of Education 2009-2010</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2011</p> <p>Director SFPO 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2011</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2011</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Students in K-12 with identified disabilities will receive a program as determined by IEP team decision based upon a review of individual data, ensuring appropriate accommodations and support as defined in their IEPs. These data will include but not be limited to: state test data; district benchmark data; short cycle assessments; IEP assessments; teacher-made assessments; student self-reflective inventory (grades 4 through 8); Accelerated Reader/Math; family history and parent observation; medical and psychological information and assessments; and student work products. Students in grades 6-11 who scored Below Basic or Far Below Basic on the CST in math will be scheduled into a math intervention class. Benchmark assessments will be used to identify children who struggle in math in grades K-2. Students in grades 2-11 scoring Below Basic or Far Below Basic in math on the CST or CMA will have the opportunity to participate in summer intervention instruction focusing on math standards. Parents will receive notice early in the school year regarding their child's academic risk of grade retention. 	<p>Director SpEd 2009-2014</p> <p>Principals K-12 2009-201</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p>	<p>Materials Extra duty</p> <p>Summer school Teachers materials</p>	<p>\$500,000</p> <p>\$1,800,000</p>	<p>Title I EIA/SCE</p> <p>Title I EIA/LEP General Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • All of our district’s stakeholders will be encouraged to help develop, hold and consistently communicate the primary vision— to ensure that all students acquire the skills and knowledge to succeed as independent thinkers, lifelong learners, and productive, responsible global citizens by assuring equal access to innovative, student-centered learning environments through caring, committed staff, working in partnership with families and our diverse community. • Investigate the use of the district high school and colleges and university students as tutors for K-8 students. • Parents will be trained as literacy and math tutors for their own children and given strategies to implement literacy and math activities as part of their Community Based English Tutoring (CBET) or other programs. • Community Based English Tutoring (CBET) and other parent support programs will be used to provide training on how parents can support their children’s academic achievement. • The district will establish, with pre- kindergarten program providers, regular math readiness activity classes and consistent program expectations. • After school programs will utilize academic software to provide tutoring and academic support to students including computer-generated assessment. Data will be gathered on student achievement and modifications made to the program. 	<p>Superintendent 2009-2011</p> <p>Assist. Supt. Ed. Serv. Principals K-12 2009-2014</p> <p>Assist. Principal Adult Ed. 2009-2014</p> <p>Assist. Principal Adult Ed. 2009-2014</p> <p>Coordinator ECE 2009-2014</p> <p>Director of Spec. Prog. 2009-2014</p>			

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; 	<p>1. a. All EL students in Desert Sands Unified School District are placed in appropriate ELD classes and classroom settings based on most recent CELDT scores:</p> <p>The district will ensure that all appropriate staff are trained to administer the initial and annual CELDT assessments within the prescribed CELDT window. The CELDT listening, speaking and reading assessments (writing optional) will be hand-scored and entered into the CELDT engine to provide teachers and principals timely results to ensure appropriate placement of students and to inform instruction.</p> <p>Based on CELDT results students will be grouped according to proficiency level with no more than two levels in a given ELD classroom. EL students with a CELDT level of 1, 2, and 3 will be in an SEI (Structured English Immersion) setting using embedded ELD (EL Handbooks and ancillary materials) during regular ELA instruction.</p> <p>ELD instruction will take place for a minimum of 30 – 45 minutes daily. Full day kindergarten will have 60 minutes daily; sixth through twelfth grade will have two periods daily for levels 1 and 2 and one period daily for level three.</p> <p>All students will have Access to Core instruction through direct interactive differentiated instruction in reading writing, mathematics, social science, and science.</p> <p>EL students with a CELDT level of 4 and 5 will be in ELM (English Language Mainstream) setting, using embedded ELD (EL Handbooks and ancillary materials) in regular ELA instruction.</p> <p>ELD instruction will take place for a minimum of 30 – 45 minutes daily. Full day kindergarten will have 60 minutes daily. Sixth through twelfth grade, two periods daily for levels 1 and 2; one period daily for level three.</p>

	<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); 	<p>All students will have access to Access to Core instruction through direct interactive differentiated instruction in reading writing, mathematics, social science, and science</p> <p>1.b. DSUSD will use Title III funds to assist EL students to meet the AMAOs as follows:</p> <p>LEA and site administrators will monitor and verify that the following program components are in place: 1) Teachers use the district adopted ELD program. 2) ELD is provided to students based on proficiency level and program design. 3) ELD instruction is differentiated to meet the needs of all English learners.</p> <p>Every school site will have an English learner coach to monitor students' progress in English and other core academic subjects and recommend additional help via intervention programs for students who are not proficient. Coaches will provide classroom modeling and staff development and a well articulated and specified coaching cycle will be implemented.</p> <p>The district will offer summer school for K-1 students not meeting AMAOs and for 6-7 long-term English learners (LTEL). The district/school sites will hold bi-annual meetings with LTEL students and their parents to review the Academic Support Plan and identify effective interventions.</p> <p>The district has a comprehensive professional development program that will continue to be provided to all administrators, teachers, and coaches addressing effective instructional strategies. Professional development will continue to provide principals with training on ELD standards and how to coach, supervise, and evaluate ELD instruction. This professional development and support will take place during monthly CONAPP meetings. Additionally, all principals and EL coaches will be provided with research-based books and reading material related to improving instruction for EL students. A common theme with professional development and support will be making explicit connections between the ELD standards and instruction</p> <p>1.c. DSUSD monitors the academic achievement of its English learners as follows:</p> <p>The district will develop a system through technology that allows State and Federal Programs Office (SFPO) and school sites to monitor English learners from enrollment through reclassification.</p>
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	<ul style="list-style-type: none"> ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>Our site administrators will monitor EL student placement in classes and grouping, and review appropriate teacher authorizations, schedule ELD classes, evaluate ELD and Access to Core instructions, participate in ELAC meetings, and ensure implementation of the district master plan to meet the language and academic needs of English learners.</p> <p>Our Director of State and Federal Programs with the assistance of district project facilitators is responsible for and works with sites on the following:</p> <ol style="list-style-type: none"> 1. EL coaches professional development 2. EL program implementation 3. Regular CONAPP meetings of district administrators and principals 4. ELD and Access to Core academic instruction for ELs 5. EL data and analysis for progress towards goals 6. Professional development for district administrators, teachers, and office staff on EL issues 7. EL Master Plan 8. Evaluation of ELD and Access to Core effective instruction 9. CELDT training 10. EL student placement and groupings 11. EL student progress 12. Standards-based, research-based instructional planning <p>Each of our school sites has an EL coach or an EL lead teacher who is responsible to monitor student records for progress; initiate reclassification or intervention as needed; coordinate CELDT testing; advise teachers and site administrators about EL placement and groupings, and provide EL staff development.</p> <p>1.d. DSUSD promotes parental and community participation for English learners by:</p> <p>All of our schools have a legal functioning English Learner Advisory Committee (ELAC) which meets monthly. Each site ELAC elects a representative to serve on the DELAC (district level committee) for a two-year term.</p> <p>The DELAC meets eight times per year and is provided pertinent information as outlined. Notices of all meetings are mailed or sent home with students and personal phone calls are made to parents for ELAC and DELAC meetings. Meeting agendas will reflect the outline in the Master Plan. The DELAC makes an annual report to the Board.</p>
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	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically-based research (per Sec. 3115© .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects. 	<p>2. High quality language instruction based on scientifically-based research will be provided in DSUSD:</p> <p>All instruction will utilize Access to Core strategies in all SEI, ELM and alternative classrooms for EL students and we will continue to implement a comprehensive ELD curriculum based on Board adopted state ELD standards</p> <p>A well crafted support system using researched-based quality interventions will be used to support students in acquiring language proficiency and to ensure that all ELs will master the English language as efficiently and effectively as possible. These support systems will help our EL students to achieve academic success, including high achievement and honors. Our ELs and R-FEPs will have proportionate representation in success with college entrance exams and enrollment in colleges and universities.</p> <p>Training for teachers and site administrators will be provided by SFPO in ELD and Access to Core strategies. Summer intervention will be provided to support K-1 CELDT level 1 and 2 students and LTELs at the middle school.</p> <p>Desert Sands Unified School District has a well established culture of collaboration. We will continue the use of collaboration time for teachers of EL students to meet by grade level to plan for interactive differentiated ELD instructions, review disaggregated data, evaluate student ELD progress, and analyze the effectiveness of the school site ELD program.</p> <p>As needed we will use differentiated supplemental ELD programs appropriate to specific CELDT levels</p>
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	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p>	<p>3.a. DSUSD strives to provide all EL students with the highest quality education available. To reach this goal, administrators, teachers, parents, and the community, must actively participate in comprehensive standards-based high quality professional development. The focus of staff development will be:</p> <p>All professional development will have an emphasis on high expectations for all EL students to achieve proficiency.</p> <p>Data will always be used to evaluate the effectiveness of instruction and all staff will be trained to use data to inform instruction and to evaluate the effectiveness of ELD and access to core instruction.</p> <p>3.b. LEA provides:</p> <p>SFPO Project Facilitators will present staff development in ELD, Access to Core, assessment measures and instructional strategies for English learners to the staff at school sites. Project facilitators also provide training and support to EL coaches implementing the coaching cycle and support the EL coach’s role at the site.</p> <p>Annually the SFPO staff will identify a staff development program based on a needs assessment from parents, staff, administrators, and focus walks by Director of SFPO and project facilitators.</p>
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	<p>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;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p>	<p>3.c. Staff will be provided with the opportunity to attend local and state-wide conferences where the most current research, strategies, and materials will be presented and discussed.</p> <p>Our school site administrators will monitor the implementation of new skills and knowledge that is delivered district-wide to ensure the local application at the sites. Additionally, district level personnel will conduct focus walks with site administrators and coaches to monitor implementation gained through district-wide staff development and provide feedback to increase coaching and monitoring skills.</p> <p>3.d. Provide staff development workshops and training for teachers that will allow them to demonstrate effectiveness in standards-based curriculum planning and strategies, and effectively use data as a research tool to meet needs of all students.</p> <p>The effectiveness of EL instruction will be monitored by focus walks and on-going EL coaching will be provided by site EL coaches and SFPO project facilitators.</p> <p>Student’s personal/academic progress will improve through teachers’ positive and lasting performance and assessed through observation by administrators.</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No YES	If yes, describe: Using the results from formative analyses teachers will be able to increase the rigor of instruction or re-teach lessons that are difficult for students. The district will provide staff development and follow-through that allows K-12 teachers to provide systematic, explicit, and interactive direct ELD instruction, Access to Core, and academic language. The district will use regular assessments to monitor ELD progress and inform instruction appropriate for students' levels. If a school does not make AMAO 1 and/or 2, the director and project facilitators of the office of State and Federal programs will provide intense training and support in developing an intervention plan in collaboration with the school site to achieve proficiency.
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	<p>5. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>Using student learning data about how learning is progressing for ELD, reading/language arts and math schools in the district will provide tutorials and academic interventions offered before/during/after school using research-based targeted intervention programs.</p> <p>An ELD Summer interventions program will also be offered for K-1 and middle school LTELs.</p> <p>Vocalized strategies will be used in ELD and core subjects and academic vocabulary will be routinely used.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The success of strategies and activities elaborated in this section will require that programs are implemented in a coordinated way to work in harmony and not at cross purposes. These include Special Education, EIA, Title I, and Title III.</p> <p>Coordination of these programs can be facilitated through grades 6-12 collaboration between departments and K-5 vertical collaboration between grade levels</p>

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	If yes, describe: Collaboration will support the work of teachers to evaluate student work, share successful strategies and map out instruction. Through the use of Access to Core, academic vocabulary routine, SDAIE, AVID, ELD, guest speakers, intervention classes and the computer labs teachers will be able to determine specific language and content objectives to ensure mastery.
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No YES	If yes, describe: Parents will be provided with training about how to help their children learn English in collaboration with the English Language Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), District English Learner Advisory Committee (DELAC), Parent Nights (Literacy, math, college, computer lab), Parent involvement in English learner workshops, ESL classes for parents/community

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>Many of our school sites has at least one computer lab. The district provides training and support for teachers on the uses of educational technology for instructional purposes. Additionally, there are computers in classrooms, LCD projection in every classroom.</p> <p>The district has purchased and provided training on research-based technology programs (Read 180), ReadAbout, Waterford, SuccessMaker, Accelerated Reader, and ALEKS.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The district has well established Professional Learning Communities that regularly focus on the instructional needs of EL students. The annual CELDT and CST assessments and local district assessments (DSAT) for Language Arts and math assessment data are carefully analyzed with consideration to instructional needs of the EL students.</p> <p>Data information systems (EADMS) along with the DSAT system support teachers and administrators with data analysis of student achievement and standards-based report card support sharing this important information with parents.</p>

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

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Each site selects a DELAC representative every two years and they attend eight meetings per year. The CPM required topics are agenda items. Agendas, minutes, notices of meetings and personal phone calls ensure high parent participation. DSUSD follows the legal requirements of informing parents in a language they understand.</p> <p>According to state and district guidelines, the Home Language (HLS) is used to determine the need to assess the primary language of each student at the time of enrollment. When parents list a language other than English on the HLS, students are immediately referred for language assessment and are administered the CELDT and parents receive the following information:</p> <ul style="list-style-type: none"> • The student’s level of English proficiency, how it was assessed, explanation of CELDT level. The status of academic achievement of EL students is provided with report cards and parent conferences. <p>Instructional settings for ELs are provided to the parent through a video, pamphlet, and/or principal conference, including information on SEI, ELM, and alternative programs and the goals of the EL program. Explanation of support in ELD and student’s primary language is provided.</p> <p>The EL program will help students acquire English and meet academic achievement through ELD instruction, Access to Core, and SDAIE techniques used by authorized teachers. Students will be assessed and monitored to support reaching proficiency.</p> <p>Through ELAC, notification letters, and information meetings parents learn of exit requirements. Parents will receive an explanation of the reclassification and exit criteria to meet requirements for completion of ELD programs, the expected rate of promotion and graduation if students participate.</p> <p>If the student has a disability, the English learner services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.</p> <p>Individual school sites will explain/review the “Parent Notification Letter” in the parent’s primary language and each parent will provide information about the child’s background: date of initial enrollment in the USA, other schools attended, prior retentions, college/vocation plans, GATE, Special Education participation, etc. This information will be entered into a database system to be able to make informed decisions to enhance the EL program. School site staff will also explain expected ELD benchmarks, reclassification and the criteria to exit the program.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	Parents are provided detailed explanation of their rights to review results of CELDT assessments and placement options, Parental Exception Waiver to select an alternative waver program and Parental Request to be placed in English Only classroom with explanation. Students are still required to receive ELD instruction
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Program Notification:</p> <p>All parents of continuing students receive information as described in 1s – 1h above no later than 30 days of the beginning of the school year. Parents of new students who enroll after the beginning of the school year will receive information within two weeks of student being placed in the EL program</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>Failure to Make Progress Notification:</p> <p>If any school or district-wide subgroup fails to meet Title III annual measurable achievement objectives (AMAOs), DSUSD informs parents of children participating in EL programs of the district’s failure thereof, no later than 30 days after receiving notification of not meeting the AMAO.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No No	If yes, describe:

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No No	If yes, describe:
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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
<ul style="list-style-type: none"> • 94.54 of all DSUSD teachers have met all HQT requirements set forth in NCLB. • 5.46% of teachers are working toward becoming highly qualified. • All teachers and administrators in DSUSD participate in TRAC, Professional Learning Communities. Implementation with the goal being to improve student achievement through collaboration, vertical articulation, effective instruction, use of data, use of essential standards, coaching and a focus on English learners and students with disabilities. • Project facilitators, TRAC coaches, and EL coaches to support teachers and administrators with needs assessments, training, modeling, coaching and reassessing. • Teachers and administrators participate in site and district sponsored professional development activities. • The BTSA program provides support and builds capacity of beginning teachers. • PAR program provides training and assistance to teachers. • Professional development for TRAC coaches and EL coaches is held monthly. 	<ul style="list-style-type: none"> • Continue a commitment to hiring fully qualified teachers. • All professional development focused on standards-based practices includes examination of research-based practices for accelerating English learners toward proficiency in English. • Staff development in Direct Interactive Instruction. • Staff development in Access to Core, including vocabulary routines, vocalized speaking and reading, and the use of sentence frames. • Continue a commitment o TRAC and the coaching cycle. • Continue to support the needs of special education teachers and teachers in alternative settings through the TRAC and coaching process. • Continue BTSA support for new educators. • Continue PAR training and support for current educators.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • TRAC (Team Response to Achievement through Collaboration) teams from each site meet throughout the year for professional development designed to build leadership capacity at each site. Professional activities are centered on improving student achievement. • TRAC facilitators (coaches) meet regularly with district and county leadership for on-going support and training. • Teaching Learning Cabinet (TLC) – District leadership, including the superintendent, meets with site administrators of Program Improvement Schools to discuss achievement data, implementation of programs and interventions, concerns, and how resources are being used effectively to improve student achievement. 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. Directors 2009-2014</p>	<p>Extra Duty</p>	<p>\$123,000</p> <p>\$89,000</p>	<p>Title I Title II</p> <p>Title I</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Professional development activities will be prioritized according to Program Improvement Status. All staffs at PI schools will be trained in Direct Interactive Instruction to ensure first best teaching. • In developing and assessing the impact of the district’s professional development, the district’s Professional Development Team , Educational Services, site administrators and TRAC coaches will review the following: (consultants will be used as necessary) <ol style="list-style-type: none"> 1. How well the district’s professional development plan addresses student mastery of grade level/content area standards through the use of standards-based core instruction materials and formative assessments? 2. How closely are the professional development activities related to classroom instruction? 3. To what degree are the professional development activities designed to meet the needs and strengths of students? 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p>	<p>Consultants</p> <p>Extra Duty</p>	<p>\$80,000</p> <p>\$17,000</p>	<p>Title I</p> <p>Title I/SIP</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How does the professional development target the lowest performing groups and</p> <p>5. Are the professional development strategies and activities implemented in the classroom?</p> <ul style="list-style-type: none"> Professional Development activities will be designed and then evaluated based on the above criteria. A deep analysis of student achievement with particular attention to closing the achievement gap will be used to determine the success of professional development and guide the next step for future professional development. 	Assist. Supt. Ed. Serv. 2009-2014	Extra Duty Substitutes	\$119,000	Title I Title II
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> The School Plan for each site addresses a comprehensive professional development plan (Section C) which provides for staff development, peer coaching, peer observations and participation in outside professional development activities. The activities in the plan are coordinated and they identify a clear focus. The funding source for these activities is specified in the School Plan. The district's Professional Development Plan will be a comprehensive plan linking activities funded by Title II to all other professional development funding. All activities, regardless of funding source, will focus on improving student achievement. 	<p>Assist. Supt. Ed. Serv. Director SFPO 2009-2014</p> <p>Superintendent Assist. Supt. Ed. Serv. 2009-2014</p>	Substitutes Extra Duty	<p>\$500,000</p> <p>\$350,000</p>	<p>Site Specific</p> <p>Title I Title II EIA/SCE General Fund</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>	Assist. Supt. Ed. Serv. 2009-2014	Consultants	\$250,000	Program Improvement Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • A professional development process in Desert Sands ensures that all professional development activities address the needs of teachers, administrators and para-educators and have a positive impact on student achievement. The stages in that process are Needs assessment → evaluate → analyze → implement → monitor → evaluate. (Cycle repeats) • The role of professional development in Desert Sands is clearly defined and teachers, administrators, and para-educators have input on the focus of the professional development as well as an opportunity to evaluate the effectiveness of the activities. Results of needs assessment and evaluation measures are shared district wide. • Site Reading, TRAC, and EL coaches support teachers in the implementation of expectations resulting from professional development. • District level project facilitators provide support for coaches and teachers on using assessment data to inform instruction, effective instructional strategies, meeting the needs of special population and setting SMART goals. • Professional Learning Communities and protected collaboration time allows teachers to collaborate around the following: <ul style="list-style-type: none"> What do we want the students to learn? How do we know if they learned it? What do we do if they did not learn it? What do we do if they did learn it? 	<p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Principals K-12 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors 2009-2014</p> <p>Assist. Supt. Ed. Serv. Director of Curriculum, Instruction & Assessment Director, SFPO Project Facilitators Coaches 2009-2014</p> <p>Assist. Supt. Ed. Serv. Principals 2009-2014</p>	<p>Consultants Food</p> <p>TRAC</p>	<p>\$189,000</p> <p>65,000</p>	<p>Reading First Title I Title II EIA</p> <p>Title I Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • On-going, long-term professional development is provided for teachers throughout the district based on the identified professional development needs. Long-term professional development that will be monitored for implementation and effectiveness include: <ol style="list-style-type: none"> 1. SB472 Math Training 2. Response To Intervention 3. SIOP 4. Systematic ELD 5. SB472 ELPD 6. Direct Interactive Instruction (DII) 7. Using data to guide instruction and 8. monitor achievement • District and site administrators prioritize their own professional growth activities that are aligned with the organizational goals of the district. These activities include: <ol style="list-style-type: none"> 1. Completion of AB430 training 2. Training on the implementation of English Learner programs 3. Principles of second language acquisition, current research on English Learners, and catch-up and acceleration programs 4. Training on the use of classroom observational tools for ELD and access to core. 	<p>Assist. Supt. Ed. Serv. Director of Curriculum, Instruction & Assessment Director SFPO 2009-2014</p> <p>Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014</p>	<p>Consultants Graphic Services Extra Duty Substitutes</p>	<p>On-going</p> <p>Site Specific</p>	<p>General Fund Title I Title II</p> <p>Professional Development EIA/EL</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • The district’s Professional Development Team in collaboration with site administrators, and technology personnel will ensure that technology related professional development links to other district and school professional development activities. These activities are coordinated to address the district and staff needs in ensuring that all students meet or exceed state grade level/content standards. 	<p>Assist. Supt. Ed. Serv. Directors 2009-2014</p>		<p>\$70,000</p>	<p>Technology Grants Title I Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District technology grants will provide hardware, instruction and on-going support for using technology as a tool for teaching grade level/content standards. 	Assist. Supt. Of Ed. Services Director of Technology 2009-2014		\$100,000	Technology Grant EETC Title II
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> Desert Sands Unified School District has a state approved technology plan that ensures all students have equal access to educational technology as required by Title II Part D. All classrooms in the Desert Sands Unified School District are networked with Internet access. Most of fourth through eighth grade classrooms have four in-class student computers with e-mail capability for classroom integration. Core classes in each of the high schools (science, math, language arts and social studies) have been upgraded to an average in-class student to computer ratio of 4:1. Most elementary schools and every middle and high school has a bank of computers in the library/media center available for students to use after school and during lunchtime. These media centers are also available to teachers for class time activities by reservation. In addition to these desktop media centers, all of the middle schools have roving laptop centers, equipped with LCD Projectors that are shared between classes. All kindergarten through third grade classes has at least two networked computers available in the classroom. Many rooms have been upgraded to the district standard of four per room. Elementary school libraries/media centers equipped with on-line, networked computers, scanners, and projectors, have been established, and can be utilized and 	Assist. Supt. Of Ed. Services Assist. Supt. Of Business Services Director of Technology 2009-2014 Director of Facilities 2009-2014		\$600,000	Facilities Funds General Fund Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>accessed by teachers and students of all grades during school and after school as defined by the individual school sites. All this equipment is available to the full spectrum of the student population, including Special Education, GATE and English Language Learners and those students requiring adaptive and assistive technologies. Grades 6-8 teachers are engaged in EETC grant which provides middle school classrooms with responders.</p> <ul style="list-style-type: none"> District level technology project facilitators provide on-going support and training to teachers, administrators and media personnel. This training is based on the individual needs of each site and is focused on using technology to improve student achievement. 	Director Technology 2009-2014		\$200,000	EETC Grant
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> Professional development activities outlined in the School Plan are approved by School Site Council which is made up of administrators, teachers, parents and students from the school site. Teachers, administrators and community members come together to develop a District Strategic Plan which includes establishing five year goals for professional development. Input from all stakeholders is considered and used to prepare the LEA plan when found to consistent with educational goals of the district. 	Principal K-12 Director SFPO 2009-2014	Snacks	\$11,000	State and Federal Funds
	Superintendent 2009-2014	Sub- release time Consultants	\$100,000	General Funds
	Superintendent 2009-2014	Consultants	\$80,000	Program Improvement
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn. 	Assist. Supt. Ed. Serv. Directors Principals K-12 2009-2014		\$100,000	GATE SpEd Categorical
	Principals K-12 School Counselors 2009-2014	Materials	\$50,000	Title I SIP/EIA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Understand and use data and assessments to improve classroom practice and student learning. • Staff development is provided for multiple learning strategies and differentiated instruction. • DSUSD has a Master Plan for English Learners that requires three hours of professional development training for all teachers geared to specific instructional strategies for meeting the needs of English Learners. • Each school in the district has a GATE representative that serves on a district GATE committee and is responsible for overseeing the GATE program at their site as well as working with teachers to ensure the needs of their GATE students are being met. • District special education teachers meet together four times per year for staff development on curriculum development, and instructional strategies for students with disabilities. • A district level project facilitator provides support and training as needed for all district special education teachers. • All teachers have access to training to improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Site administrators receive annual training on teacher evaluations specifically for writing appropriate action plans and referring teachers to Peer Assistance Review (PAR). Teachers assigned to PAR receive the services of a district assigned mentor trained to assist teachers in improving their teaching skills, including classroom management. • A key component of the BTSA program is providing support and guidance for beginning teachers on standard two of the California 	Principals K-12 Admin. Assess. and Account. 2009-2014	Materials EADMS	\$100,000	GATE Categoricals
	Principals K-12 Directors 2009-2014	Subs – release time	\$50,000	Lottery
	Facilitators SFPO 2009-2014	Materials	\$10,000	EIA/LEP
	Directors/GATE 2009-2014	Extra duty Materials 14% stipend for H.S.	\$50,000	GATE
	Director SpEd SpEd TRAC coach 2009-2014	Subs for release days SpEd coach	\$130,000	Title I Title II Special Education
	SpEd Coach 2009-2014	SpEd Coach	\$90,000	Title II
	Principals K-12 2009-2014	Materials	\$50,000	Title I SIP EIA
	Assist Supt. Personnel PAR/BTSA facilitator 2009-2014	Materials Release Day	\$150,000	Title II
	PAR/BTSA Coord. 2009-2014		\$60,305	Title II PAR/BTSA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Standards for the Teaching Profession – Creating & Maintaining Effective Environments for Student Learning.</p> <ul style="list-style-type: none"> District programs, such as the Student Assistance Program and the Student Discipline Hearing Panel, are in place to support students with behavioral difficulties. District-wide programs such as Home Access Center and SynerVoice allow for on-going communication between parents and schools. Home Access Center provides parents with 24 hour access to their child’s grades and SynerVoice allows schools to communicate with every parent or special groups of parents through pre-recorded telephone messages. School and district committees and organizations such as: SSC, DAC, DELAC, ELAC, PTO, and various other parent organizations give parents an opportunity to be involved in all aspects of school life. Regular training is provided to provide understand and use data and assessments to improve classroom practice Tools such as DSAT (Desert Sands Assessment Tool) and EADMS give teachers user-friendly access to state and district assessment data. District personnel are available to provide support and staff development on interpreting and using data to improve classroom practice. Protected teacher collaboration time provides opportunities for teachers to use assessment data and student work to monitor student progress and plan re-teaching strategies and interventions. 	<p>SAP Counselor 2009-2014</p> <p>Director of Tech 2009-2014</p> <p>Director SFPO 2009-2014</p> <p>Educational Services</p> <p>Assist. Supt. Ed. Serv. 2009-2014</p> <p>Admin. Assess. and Account. 2009-2014</p> <p>Principals K-12 2009-2014</p>	<p>ETS Assessment bank EADMS</p> <p>PLC Professional Development Districtwide</p>	<p>\$730,000</p> <p>\$235,000</p> <p>\$11,000</p> <p>\$230,000</p> <p>\$298,000</p> <p>\$300,205</p>	<p>Alcohol Reduction TUPE</p> <p>Grants</p> <p>SIP Title I EIA/LEP</p> <p>Lottery Title I</p> <p>Categoricals</p> <p>Categoricals</p> <p>Site Specific</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>process. This is a standards-based, systematic approach to teaching, including a focus on assessment and state-adopted materials. Through this high quality professional development, teachers understand the link between instruction and student performance. With the ongoing guidance of a highly trained Support Provider, new teachers continually improve their skills. The FACT curriculum has as its foundation the California Standards for the Teaching Profession. The personalized coaching they receive from their support provider guides their improvement in each element of the California Standards for the Teaching Profession. The participating teacher is afforded the opportunity for release time to observe exemplary veteran teachers and then reflect and establish personal growth as a new teacher. Built into the induction program is the requirement to teach and address the needs of students with different learning styles or special needs. Teachers in the induction program must demonstrate understanding of the areas of special populations, English Language Learners, Equity, and Diversity. All induction teachers are required to demonstrate an understanding of the use of data and assessments to improve classroom practice and student learning. They must also demonstrate the ability to involve parents in their child's education.</p>				

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The Student Assistance Program (SAP) is dedicated to providing a comprehensive program to promote academic achievement, positive school climate, and wellness for all students and staff. • Every family has access to this program that utilizes the family conference and case management model. It is now a model program for other districts in Riverside County. • Safe School Plans originally developed by every site with support from SAP are currently maintained by CWA. Each plan assesses current strengths and needs and designs an action plan identifying strategies to provide a safe learning environment. • DSUSD has a strong, collaborative and broad-based membership acting as an advisory committee to SDFSC, TUPE and other prevention and intervention programs. The vision is to join resources to promote health and resiliency in order to improve academic success and positive youth development. • The district maintains a well-developed and strongly enforced sequential discipline policy that includes referral to SAP for a family conference as a result of suspension for alcohol, tobacco, other drugs (ATOD) and violence. • District-wide implementation of technology in every office and classroom enable the successful use of email for referrals and communication between the SAP office and sites. • Most students and parents have opportunities to access computers to gain knowledge and skills. • SAP assists parents in learning how to use Home Access. • E School Plus provides access to student records, discipline, attendance and transcripts. 	<ul style="list-style-type: none"> • The Student Assistance Program needs additional funding to sustain the program in future years. • The Student Assistance Program needs updated computers for all of its offices. • Training is needed to increase awareness and commitment of all staff in asset building. Asset building inoculates students with resilience, helping them resist risky behaviors, thus reducing barriers to learning. • Staff and district need to increase efforts to promote the belief that emotional, psychological and social needs of students are intrinsically related to academic achievement. • The systematic integration of tolerance into instructional activities regarding gender, culture, and ethnicity and learning styles is essential. • Training and implementation is needed for a research-validated, scientific violence reduction curriculum, along with the implementation of effective violence reduction strategies. • Sites need to continue creating an environment that supports relationship building and encourages parent involvement at the site level. • Sites need to continue to provide students with opportunities to participate in the decision-making process and have a voice in school climate issues. Each site needs to involve students in committees that address climate and safety. • Improving school climate activities are random and need to be coordinated and institutionalized into the school structure and evident in the site plans.

<ul style="list-style-type: none"> • Automated phone calling from the district office offer reminders for students and parents to attend classes and meetings, thus saving staff time and increasing attendance. • The SAP developed a comprehensive web page for the DSUSD site. • The Director of Security has developed a comprehensive Crisis Response Plan with a detailed manual and handy guide that has been given to all sites. Training sessions are held annually. Sites have a clear set of emergency procedures and opportunities for practice drills. • The Riverside County Kids with Guns Protocol signed by all superintendents, law enforcement agencies, mental health, district attorney, and probation provides for a standardized process of prevention and intervention of gun related violence on school campuses. • Riverside COE has a full time law enforcement officer who provides support to school resource officers, coordinates training, and provides technical assistance. • In the area of crisis intervention, school safety, SARB, Safe Schools Plan, Youth Accountability Teams, FEMA, and school site safety inspections. • Site counselors meet monthly with the SAP and assist in implementation of SDFS & violence prevention. • Parents are informed regularly through various sources including the Parent and Student Rights and Responsibilities Handbook, the Annual Report Card to Parents, newsletters, brochures/fliers, advisory meetings, district web site, home access, workshops and monthly television programs. • Activities that foster a positive school climate, including opportunities for relevant and thoughtful youth involvement, have been held with success at most school sites throughout the district (Career Days, Youth Court, Sports, Friday Night Live, Cadet Corps, Cancer Relay, student-led newscast). • Positive incentive programs at all schools. • After school programs. ASES, 21st CCLC are available at most schools, including academic intervention, recreation and enrichment activities. 	<ul style="list-style-type: none"> • Uniform support and implementation at each site is necessary for an effective SARB process. • All schools need to be represented in Professional Development activities offered to staff to utilize trained student (peer) conflict mediators thus embedding the strategy into the school culture and structure. • Each school site webpage and newsletters highlight SDFS activities and student and parent involvement opportunities. • Although CHKS is conducted and results are reported, the data needs to be used to design future programs. • Parent permission slips for CHKS need to be permanent through out the child's enrollment at DSUSD. Unless parent opts out. • 2nd Step Program, a Researched-based curriculum has been purchased and training has been provided but not consistently implemented district wide. • Sustainability for all SAP services.
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<ul style="list-style-type: none"> • The SAP Advisory meeting is held monthly at the Betty Ford Center with community representation. • Students are selected to serve on the DSUSD Board of Education. • Extensive community and parent connections, involvement and support are available. • Opportunities for Service Learning Projects are available for students through job shadowing, senior studies, academies, community service and after school programs. • Physical environment is well maintained and classrooms have been modernized to facilitate learning. No Tobacco Allowed signs are posted at all sites. • All staff and students have been offered extensive opportunities for learning computer literacy. • Strong County support for coordinators of SDFSC and TUPE programs exist with monthly meetings for the coordinators. • The California Healthy Kids Survey (CHKS) is administered according to the county cycle (beginning Fall 01) to provide for comparison data between district and county and to increase the data validity. Presently, a portion is administered annually for 9th grade students for the Alcohol Reduction Grant. • Permission for the CHKS is included in the registration packets for 5th, 7th, 9th 11th students and recorded in E School Plus for easy access coordinating with the county cycle. • Riverside COE supports the district via monthly roundtable meetings, technical assistance, program review, and staff development that addresses barriers to learning. • Counselors at SAP are funded by general funds. • Community collaboration to provide parenting classes for the district. • CRUD (coalition of under age drinking) a new organization to the community conducts town hall meetings and additional FNL programs. 	
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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
<ul style="list-style-type: none">• Every student and family in the DSUSD population has access to the comprehensive services provided by the DSUSD Student Assistance Program including: family conferences, site visits, school-based education programs, district-wide intervention programs, and referrals to community-based programs.• There is a continuing collaboration with the Betty Ford Center, the ABC Recovery Center, and the Riverside County Substance Abuse Program Coalition to Prevent Under Age Drinking (CRUD) and Prevention Early Intervention Mental Health Services Act (PEI) to provide prevention and intervention services for students and families affected by alcohol and other drugs (AOD).• Positive youth development is supported with youth advisories, councils and participation on district and site committees to provide meaningful engagement at middle and high school levels. The Student Assistance Program works closely with ASES after school programs and youth service organizations such as the WIN program, Friday Night Live, the Boys and Girls Club, and the Indio Youth Task Force. Additional activities such as assemblies/speakers, youth court, youth clubs, Cadet Corps, Senior Studies, ASB, and Service Learning Projects are also in place.• A broad range of positive alternative clubs and activities, such as Friday Night Live, the Gay /Straight Alliance, school sports, drama, music, and journalism provide youth positive choices both during and after school.• Students will be invited to attend the Riverside County Annual Youth Summit and other youth conferences throughout the year.• Conflict mediation training in collaboration with community partners and neighboring districts is offered to high schools peer leaders annually.• Conflict Mediation workshops is offered to middle schools annually at the site.• District-wide and community support is great for site involvement in special weeks/months: Red Ribbon Week, Yellow Ribbon Week, Child Abuse Prevention Month, Tobacco Prevention Weed and World No Tobacco Day. Materials are frequently given out by the Student Assistance Program to counselors to support these activities. These are likewise supported by business and community agencies as a result of a long-standing collaborative relationship.• Elementary, middle and high school counselors provide direct services and have adopted the Counseling National Standards.• The 40 Developmental Assets are currently used as a parent assessment tool with families attending SAP family conferences.• The district continues to collaborate with community agencies to support and enhance youth projects.• A broad range of before and after school programs, ASES and 21st CCLC programs operate within the district that engage students with a variety of needs and interests that include intervention programs supporting students with academic needs.

- DSUSD will purchase research validated, scientific-based curriculum as needed. The SAP will offer support training and assist with implementation of new programs that are purchased and adopted by the district.
- The district will search for and write grants as needed to maintain services to students and their families.
- The SAP will continue to refer students to Carepoint so they can learn about Healthy Families and Healthy Kids Programs.
- Each high school and middle school has a school resource officer and Youth Accountability Team (YAT) funded by local cities and county. In addition the District provides a full time security agent at the sites. They conduct truancy sweeps, maintain safe campus environments and provide service to students and their families in the district. The district provides training and tools (cell phones and computers), bikes, and office space to support their work. All agents are on call for elementary school needs.

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
<ul style="list-style-type: none"> • There is ongoing data collection on AODT and violence through the California Healthy Kids Survey (CHKS). Other data including suspension and expulsion data and SAP case management data is collected. • The support of the DSUSD Administration and board of education is a great strength and critical to the sustainability of the SAP program. • The services provided by the centralized SAP program are consistent with strategy 3 of DSUSD Strategic Plan. Safe Secure Environment. • Infrastructure has sustained over the past 26 years. This is a policy-based process of referring students who are experiencing any barrier to learning. • Data collected show that district suspensions related to AOD and violence have decreased significantly in DSUSD since 1995 in spite of an increasing enrollment. • Staff and self-referred cases seen by the SAP have increased annually. • Facilitators of the SAP coordinate comprehensive alcohol, tobacco, other drug and violence prevention programs as well as acting as the liaison with the broader school community. • Each site has an updated Safe School Plan facilitated by CWA. • The SAP supports drug and alcohol offenders required family conferences, attend Insight classes agencies, case management and referrals to community. Site counselor provides addition support at all schools. • Strategies are developed and existing programs strengthened which have reduced the incidences of physical fights on campus. • Students suspended for violence suspensions are required to attend an SAP family conference and a plan is developed. 	<ul style="list-style-type: none"> • Staff development on strategies to integrate ATOD and violence prevention and reduction into the core curriculum. • Continue to update the technology of the central SAP program even when current funding sources do not allocate sufficient funds for new computers, additional memory, and software needed to track a district-wide student caseload. • The results of the healthy kids survey needs to be uniformly shared with staff whose students take it, all principals, school board members and every stakeholder in the community. The results needs to be used to design and guide future programs. • Second Step Curriculum or an alternate research curriculum like Positive Action needs to be a district adopted program in order to have systematically implemented at all school sites. • As research-based intervention programs are implemented, the SAP staff will assist in monitoring and evaluating the effectiveness of the program. • Bullying needs to be addressed more aggressively with curriculum and education due to high numbers of students reporting being harassed at school that includes cyber-bullying. • Based on results of the CHKS, 34% of students reported feeling sad and hopeless; staff development on effective strategies must taught and implemented on identifying depression an students at-risk of suicide. • 30% of students reported being offered drugs or alcohol on high school campus. Students, staff and administrators need to design and implement strategies to decrease the availability. • Promote the Betty Ford Center Children’s Outreach Program to site principals. • 10% of students reported gang involvement; staff develop efforts are needed to identify and prevent gang involvement.

<ul style="list-style-type: none"> • Bilingual parenting classes are offered district-wide that include parenting for Success, PRICE, Positive Action, Cooperative Parenting, and Strengthening Families and Parent Project. Programs are funded from assistance through community agencies, state and federal categorical funds and Safe and Drug Free Schools, Alcohol Reduction Grant and other acquired grants to support student achievement • Close collaboration with the Betty Ford Center has brought their children’s program into some of our schools. • The DSUSD Board of Education has adopted policies on Bullying that include cyber-bullying. 	<ul style="list-style-type: none"> • HIV prevention/education is not consistently implemented as required. • Efforts need to be continued to improve responsible, respectful, and ethical behavior by students, staff, parents, and community members. Strategy 2.
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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: <u>10/07</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 4% 7 th 16%	5 th 3% 7 th 15%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 5% 9 th 12% 11 th 12%	7 th 4% 9 th 11% 11 th 11%
The percentage of students that have used marijuana will decrease biennially by:	5 th 1% 7 th 8% 9 th 26% 11 th 38%	5 th 0% 7 th 7% 9 th 25% 11 th 37%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 14% 9 th 29% 11 th 40%	7 th 13% 9 th 28% 11 th 39%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 4% 9 th 15% 11 th 18%	7 th 3% 9 th 14% 11 th 17%

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th 60% 7th 39% 9th 28% 11th 35%</p>	<p>5th 61% 7th 40% 9th 29% 11th 36%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 29% 9th 22% 11th 10%</p>	<p>7th 28% 9th 21% 11th 9%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>1%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>37%</p>	<p>36%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 10/07 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th 63% 7th 39% 9th 28% 11th 35%</p>	<p>5th 64% 7th 40% 9th 29% 11th 36%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th 63% 7th 58% 9th 46% 11th 44%</p>	<p>5th 64% 7th 59% 9th 47% 11th 45%</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 19% 7 th 17% 9 th 13% 11 th 17%	5 th 20% 7 th 18% 9 th 14% 11 th 18%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 63% 7 th 53% 9 th 43% 11 th 46%	5 th 64% 7 th 54% 9 th 44% 11 th 47%

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	Performance Indicator Goal	Baseline Data
<p style="text-align: center;">SAP Case Management Data (Process to Collect Data)</p> <p>SAP Case Management data will be collected including numbers of:</p> <ul style="list-style-type: none"> • Alcohol and other drug suspensions • Violence-related suspensions • Voluntary or self-referrals • Family conferences • Site visits • K-12 tobacco referrals 	<p style="text-align: center;">Biennial Goal</p> <p>Decrease suspensions and increase voluntary referrals by 1% per year.</p>	<p style="text-align: center;">2007-2008</p> <ul style="list-style-type: none"> • 144 • 589 • 1810 • 2.543 • 1796 • 44

Science Based Programs (4115 (a)(1)(C)):

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action	ATODV	9	2,190	Fall 2008	Fall 2008	Fall 2008
Towards No Drug Use (Project TND)	ATOD	9	2,281	In Place Update materials 2008	In place New Staff Fall 08	On going
Project Alert	ATOD	6	2,190	In Place New schools	Update new staff	On going
Second Step	V	4th/5th	4th-1964	In Place New Schools	Update new staff	On going
TAP/TEG	T	Chronic Offenders	20	In Place	In Place Will do new training in 2009-10 IF new TUPE funding is generated	On going

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

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs ASES & 21 st CCLC	ATODV	K-12
X	Conflict Mediation/Resolution	V	6-12 some elem. schools
X	Early Intervention and Counseling	ATODV	PreK-12
X	Environmental Strategies	ATODV	PreK-12
X	Family and Community Collaboration	ATODV and all barriers to learning	PreK-12
X	Media Literacy and Advocacy	ATODV	6-12
X	Mentoring	ATODV	K-12
X	Peer-Helping and Peer Leaders	ATODV	3-12
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	3-12
X	Student Assistance Programs	ATODV and all barriers to learning	PreK-12
X	Tobacco-Use Cessation	T	6-12, parents, community

X	Youth Development Caring Schools, Caring Classrooms	ATODV	PreK-12
X	Other Activities	ATODV	PreK-12 training of staff, community, students and parents

Promising or Favorable Programs (4115 (a)(3)):

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

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.

Student Assistance Programs: Although SAP is often considered the name of a single research-based strategy, in Desert Sands SAP means something much bigger and broader. It is the way school reform, school safety, and school support systems connect to help our students to achieve academic and personal success. SAP in this model is the name for the entire comprehensive program of services coordinated and facilitated by the centralized district office. This includes all areas of state and federal entitlements. DSUSD has a comprehensive, coordinated, integrated Student Assistance Program with a strong community component. All members of the Student Assistance Program Team attend various community meetings, events and training sessions. The SAP has Memorandums of Understanding with many local agencies. Monthly Advisory meetings are hosted by the Betty Ford Center and are jointly facilitated by the Children’s program staff and the SAP staff. The Student Assistance Team makes many referrals to ROP, WIN, PERC, Healthy Families, Mourning Star, Betty Ford Center Children’s Program, and Operation Teenwork. The SAP is staffed with three district-funded full-time counselors, and contracts seven consultants to provide services throughout the district.

Project ALERT: According to CHKS data, 7% of all 7th graders surveyed indicated smoking a cigarette (lifetime) and 14% indicated drinking at least one full glass of alcohol (lifetime). Project ALERT is a prevention program for middle grade students that addresses issues of adolescent smoking and alcohol use and effectively helps young people identify and resist pressures to experiment with tobacco, alcohol and other drugs.

Second Step: According to CHKS data, 45% of all 5th graders surveyed report being hit or pushed at school and 49% report having had mean rumors or lies told about them. Second Step is a violence prevention program purchased for use in the 4th grade at all elementary schools. Professional development is provided through an on-going Trainer of Trainers program. It is designed to decrease bullying at school and help students develop more supportive relationships with each other.

Positive Action: According to CHKS data in high school there is a significant increase in high risk behaviors such as being very drunk, binge drinking or being high on drugs and a decrease in protective factors and total assets. A character building program that addresses alcohol, tobacco and other drugs, violence prevention as well as youth development will be implemented in health at all high schools through the Alcohol Reduction Grant. Middle schools and elementary schools also plan to supplement their present programs with the Positive Action Curriculum as funding and training are available.

After School Programs: 4% of 5th grade students surveyed on the CHKS indicated being home alone outside of school hours with no adult supervision all of the time, 4% most of the time and 23% some of the time. Seventeen (17) schools in the district have after school programs (ASES and 21st CCLC) for learning interventions and enrichment activities such as choir, chess club, Boy Scouts, Cadet Corps and sports activities. The secondary schools offer numerous programs in fine arts and athletics along with service and leadership activities. They also offer academic interventions before or after school.

Conflict Mediation/Resolution: Based on suspension data which indicated high percentages of students involved in physical fights at the middle school level, conflict mediation/resolution training is offered to all schools and fully implemented at all High Schools. These programs teach young people how to manage conflict in a productive way to reduce incidents of violent behavior.

Early Intervention and Counseling: Based on increasing referrals to the Student Assistance Program of elementary age students for family conferences and increasing numbers of parents requesting assistance, more interventions are being provided to families and students at an earlier age before suspensions occur. The Director of Early Childhood Education and Student Study Teams also refer families of students enrolled in DSUSD Head Start and child development programs to the SAP program. DSUSD Board of Education continues to support funding of elementary school counselors at the school sites.

Environmental Strategies: CHKS indicated more students feel safe at school than outside the school setting because DSUSD makes having a safe and drug free campus a priority. Clean, well kept schools, closed secure campuses, on-site resource officers, no smoking signs, Quick Lists posting emergency and community support numbers, and a Zero Tolerance policy all add to a positive, safe, ATODV-free environment.

Media Literacy and Advocacy: The Tobacco and Alcohol Drug Reduction Programs will include a Media Blitz component. Students will develop prevention PSA's, school news paper ads and articles to reach out to all secondary students. The tobacco prevention instructor has collected posters, videos and literature that are used in his presentations and are available for checkout.

Family and Community Collaboration: Collaborations were established with Coachella Valley Substance Abuse Network, Indio Youth Task Force, Cadet Corps and Probation's Youth Accountability Board, local counseling agencies, Desert Community Mental Health, and Riverside County Substance Abuse Program, Betty Ford Center, ABC Club, Coalition to Reduce Under-Age Drinking (CRUD), Esperanza, YMCA, Boys and Girls Club, and Catholic Charities. Families meet with Student Assistance Program counselors and referrals are forwarded to the agencies. This collaborative case management system supports students and families. In addition; a SAP Advisory committee meets monthly inviting community members and agencies providing a venue for networking, collaborating, discussion groups for all safe and drug free school activities and youth development in the community.

Positive Alternatives, Service Learning/Community Service, Mentoring Peer-Helping and Peer Leaders: DSUSD students participate in Friday Night Live, Indio Youth Task Force, Teenwork, Boys and Girls Club, Esperanza Youth and Family Center, Cadet Corps and CTE job shadowing. Students participating in these programs engage in many positive, safe, alcohol/tobacco/drug-free activities that include many opportunities for involvement and service in our communities. A Federal grant for Children of Incarcerated Parents provides one to one mentoring to students who have been referred by school sites or self referrals. Students are involved in peer helping and leadership as conflict mediators, associated student bodies, youth court, peer tutoring, and service to the boys and girls club to name a few. Positive Action Curriculum and the Conflict Mediation Curriculum are used to train the student peer helpers. Desert Sands Unified students have opportunities to participate in a variety of service learning activities. An example of a service learning activity is the Big Brother/Big Sister program where students 16 and older from surrounding schools are assigned a little sister or brother to meet with at the Boys and Girls Club. This program helps students build a sense of commitment and caring for a child in the community. Both students involved benefit from this arrangement. Indio Youth Task Force and Angel Light Academy also provide Service Learning and Community Service opportunities to the students in the district.

Tobacco-Use Cessation: Tobacco education ("Tobacco's Whacko") and cessation services available within the school district. Cessation services are offered for all middle and high school students, their families and district personnel. TAP and TAG are prevention and cessation curriculums used.

Youth Development, Caring Schools, Caring Classrooms: In the fall 2007 CHKS survey 63% of the 5th graders in DSUSD report that they have high levels of caring relationships with a teacher or adult at school. The responses to caring relationships decrease in middle schools and high school: 7th grade 39%, 9th grade 28% and 11 grade is 35%. The greatest need found in 2007 CHKS survey are opportunities for meaningful participation showing less than 20% at all four grade levels.

The DSUSD Strategic Plan Strategy 2 promotes a school climate of respect and responsibility that will be continued and improved upon to address these issues.

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.

- The district has conducted the CHKS since 2001 and a new baseline will be used in this plan starting with the fall of 2007 survey results. The survey results along with Performance Indicators will be disseminated to all stakeholders, administrators, staff, students and parents. Each group is challenged to coordinate efforts to implement research-validated strategies to reduce ATOD and violence on their campuses.
- The Student Assistance Program counselors analyze SAP and CHKS data, identifying areas of strengths and greatest needs. Education Services staff will look at both district-wide trends and specific strengths and needs at each site. Education Services will use the information to refine, improve, and strengthen the program. The data along with the comprehensive programs and strategies that address strengths and areas of need are shared at SAP advisory meetings with community members. Feedback will be solicited from all stakeholders to refine, improve and strengthen the program.
- Counselors at all school sites work to develop and implement uniform intentional guidance lessons in accordance with the National Counseling Standards in the Social Strand (to include ATODV), the Academic Strand and the Career Strand. Guidance lessons include an evaluation process.

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.

Data Collection Timeline:

- CHKS is administered no later than December 20th, annually or biennially (depending on grant funding) since 2001 in grades 5, 7, 9 and 11 in all schools as required.
- New baseline CHKS data was collected in fall 2007 for 5th, 7th, 9th, and 11th graders for this plan. Progress data will be collected in the fall of 2009, fall of 2011, and fall of 2013.
- CHKS are requested of all school staff and are done online in the fall biennially as required.
- Data is collected on an ongoing basis for the Student Assistance Program Case Management Model Report and shared monthly with members of the SAP advisory committee.
- Annual suspension reports are collected and compared with the level of SAP services provided in a given year.
- By June 30th of each school year an Annual Report is completed online and submitted to the CDE by a SAP counselor/Safe and Drug Free School Coordinator.

Reporting Timeline: Beginning in the 2008-2009 school year, these activities will occur.

- By June 1st of each school year beginning in 2009, the Student Assistance Program staff will assist in developing summary information analyzing CHKS results and whether goals and objectives were met and reviewed by the Assistant Superintendent of Educational Services.
- By June 1st of each school year summary information will be shared with site counselors in order to identify strengths and needs and to offer feedback and input for refinement of the program.
- By August 30th summary information will be shared with principals during principal meetings for feedback and input to refine the program.
- By October 1st of the following school year, principals or counselors will share the summary information with their staff to allow for feedback and input to refine the program.
- By July 15th the Educational Services Director of Student Assistance Programs and SAP staff will develop a written report, incorporating all the data sources and input from stakeholders.
- By August 30th the report will be presented to the District Board of Education and placed on the district's web site.

- Summary information will be made available to parents and community partners via the Student Assistance Program report that will be posted on the web site and sent home via registration packets for secondary students and student handouts for elementary students.
- In the fall representatives from the Student Assistance Program will be available to make presentations on the findings at staff or parent meetings.
- County CHKS data will be distributed through press releases, billboard and movie theater campaigns, county PTA, Riverside County Safe Schools & Community Network, and other countywide venues.
- Mandatory Safe and Drug Free Schools and Communities [4114(d)(2)(E)]:

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])

The Student Assistance Program of Desert Sands Unified School District defines the highest need students as those who are referred or required to come to the Student Assistance Program. Concerned people make referrals, individuals make referrals for themselves or parents make requests. Students are also required to come in to the SAP when they are suspended for offenses related to drugs, tobacco, alcohol or violence. SAP services are not limited to a specific population, although many referrals are for students who attend Title I schools, live in single parent households, are English Learners, have emotional, social or mental health problems, have engaged in risky behavior leading to a discipline citation and are performing below standards.

Although SAP is often considered the name of a single research-based strategy, in Desert Sands SAP means something bigger and broader. It is the way the district connects school reform, school safety, and school support systems to help our students academically and personally achieve success. SAP in this model is the name for the entire comprehensive program of services coordinated and facilitated by the centralized district office. This includes all areas of state and federal entitlements.

The following services are funded for students with the greatest need:

- Each site refers students in highest need to the Student Assistance Program for early intervention.
- School counselors are available at all sites. All elementary schools have at least a half time counselor.
- Systemic identification and early intervention strategies designed to assist with student truancy are in place.
- Student Attendance Review Board (SARB) meets with families and students and provides intervention services. A Student Assistance Counselor sits in on these meetings along with representatives from the District Attorney’s Office and C.P.S.
- Support groups such as those for anger management, grief, or students dealing with divorce and social skills are offered at most elementary schools throughout the district in addition to intentional guidance lessons provided by the counselors.
- Support groups such as Anger Management, Positive Action, Alateen, AA, Gay /Straight Alliance, and grief support are offered to high-need students on an on-going basis at secondary schools by Student Assistance Program Staff, interns, volunteers, and school site counselors.
- An after school district Insight program is available to all secondary school students referred and required for drug and alcohol offenders. The family conference and case management model is utilized.

- After school programs focusing on academic tutoring, mentoring, enrichment and recreation are offered at most our elementary and secondary sites.
- Academic interventions are available at all sites.
- Saturday School programs for students in violation of school policies are utilized at secondary sites.
- Peer mediators are trained and available at all secondary campuses. They provide services through referrals by administrators, counselors by self-referral.
- Each site has a counselor who is the liaison with the SAP and attends the monthly district counselor meetings.
- A wide variety of high interest training sessions are available to administrators, staff, students, parents and school community members. Topics include curriculum, ATOD issues and Asset Development.
- School Resource Officers are visible and recognized on all secondary campuses.
- Service Learning Projects are available to secondary students during the school day and in after-school programs.

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.

An Educational Services Director is responsible for overseeing the counselors at the Student Assistance Program who coordinate SDFSC prevention programs with other federal state and local prevention programs. The counselors sit on many city, county and district collaborative and committees with the expressed purpose of coordinating prevention programs, utilizing resources and leveraging dollars. The director manages budgets of SDFSC, TUPE 4-8, TUPE 9-12, and the Alcohol Abuse Reduction Grant, School Violence Prevention Grant and other local funded grant opportunities. Additionally, we have convened a LEAP district committee who will examine common elements of each goal that ensure best practices. This will also lead to a coordination of prevention efforts.

In addition to parents the Student Assistance Program Advisory Committee membership includes representatives from the Betty Ford Center; Coalition to Reduce Underage Drinking, Riverside County Mental Health and Substance Abuse Programs, private schools, many community-based agencies, District Attorney’s office, Riverside County Probation Department, and other law enforcement agencies. This broad membership ensures the successful coordination of prevention and intervention programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels. They plan and design programs, implement strategies as volunteers in the classroom and after school, volunteer on advisory committees such as the District Advisory Committee, District/Site English Learner Advisory Committees, School Site Councils, site safety committees and the Student Assistance Program Advisory. Parents are recruited from all ethnic and socioeconomic groups in the district to be representatives on the above committees. PTA, ELAC, and SSC monitor parental and community involvement groups and each group meet monthly. The District Advisory Committee receives regular updates on the prevention and intervention programs from the counselors at SAP, and individual PTA presentations are available upon request. The PTA supports Red Ribbon Week activities and works with site facilitators to plan these annual events. SAP brochures are updated and distributed annually to staff, students and parents listing district and community referral resources. Principals communicate with parents in a number of ways using newsletters, informal gatherings, parent conferences, back to school night, and open house. Parents are also included in the family conference for all students referred to the Student Assistance Program and the Student Attendance Review Board. Parents are always welcome and encouraged to attend the SAP monthly advisory meetings. Parents are given a registration packet each year with the Annual Notification to Parents, a Student /Parent booklet spelling out their Rights and Responsibilities. Discipline procedures and policies are described in this booklet and parents are informed about the Student Assistance Program.

School Report Cards also provide a wealth of information about the school and are updated and sent home annually. The district maintains a web site and the Student Assistance Program is included with helpful information for parents (including most recent CHKS results.) Local newspapers and television stations regularly report school activities. Adult education is available from the district in the new alternative education complex.

Parents are provided opportunities to participate in parenting classes held at various sites throughout the district in both English and Spanish. State and Federal Projects provides Title One Parent Involvement Funding to schools to support Parenting classes. Classes such as Positive Action, PRICE, Parenting for SUCCESS, and SENG, a parenting class for the parents of gifted and talented students are taught by district personnel. Cooperative Parenting, Strengthening Families, PRICE and the Parent Project are offered with collaboration of community agencies.

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.

All students enrolled in Esperanza, a Pregnant Minor Program for pregnant and parenting minors, are provided with educational materials (including Tobacco Free curriculum) and promotional materials specifically targeted to pregnant and parenting teens. These materials emphasize the responsibility of young parents for their own health and the health of their children. The program helps young parents internalize the anti-tobacco messages presented and make a commitment to establishing healthy traditions in their families. All students enrolled in this program are given information on all district and community cessation services, and current tobacco users are referred to the Student Assistance Programs office for further interventions.

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 section 104420 [b](3))

Position/Title	Full time equivalent
Community Technician Bilingual	25% TUPE 9-12, 25% ALCOHOL ABUSE REDUCTION, 50% SAFE & DRUG FREE SCHOOLS
Consultant	46% TUPE 9-12, 40% SAFE & DRUG FREE SCHOOLS, 14% TUPE 4-8
Specialist	100% TUPE 9-12

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

Planned Improvements: High School Graduation Rates, Dropouts, and Advanced Placement (AP)

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Grade 9 1. Graduation, College and Career Planning Conferences	2398	Ongoing/Counselors	Number of students who complete plans	General Fund
	Grade 10 2. Choosing a college major/career	2279	Ongoing/Counselors	Pre/Post Test	General Fund
	3.Pre-registration, Registration and College Career Plan Update	1787	Ongoing/Counselors	Number of students registered	General Fund
	Grade 11 4.College search, college admissions, NCAA & Testing for College	2173	Ongoing/Counselors	Pre-Post Test	General Fund
	5.Pre-registration, registration and College Career Plan Update	1530	Ongoing/Counselors	Number of students registered	General Fund

	6.Junior Credit Evaluation	1530	Ongoing/Counselors	Number who complete evaluation	General Fund
	7.CSU EAP Program through STAR testing	Juniors	Ongoing/Counselors High School Test Coordinators, English teachers	Number of students determined to be college ready in ELA and/or math	General Fund
	<u>Grade 12</u>				
	8.Post secondary options	1313	Ongoing/Counselors and Career Techs	Pre-Post Test	General Fund
	9.College Application Seminar	1313	Ongoing/Counselors	Pre-Post Test	General Fund
	10.Writing Your Personal Statement	1313	Ongoing/Counselors, English teachers	Number of students using statement for college admittance	General Fund
	11.Financial Aid overview	1313	Ongoing/Counselors and Career Techs, Web Coordinators, Public Information Officer	Pre-Post Test	General Fund
	12.FAFSA Seminars	1313	Ongoing/Counselors and Career Techs, Web Coordinators, Public Information Officer	Number attending	General Fund
	13.Senior Studies	1313	Teacher Facilitators	Number of students attending college	Site Fund

	<p><u>All Students</u></p> <p>14.Night Counseling</p> <p>15.High school course outline guide</p> <p>16.College/Voc Tech Night</p> <p>17.Counseling/Counselor provided for specific population groups (i.e., EL,Sped, & GATE)</p>	<p>Varies by school</p> <p>Grades 8-10</p> <p>Grades 8-12</p> <p>Grades 9-12</p>	<p>Sept-May/Counselors</p> <p>Ongoing/Counselors</p> <p>Yearly/Counselors</p> <p>Ongoing/Counselor, SpEd teacher, EL teacher or coach, GATE advisor</p>	<p>Number of sign-ups</p> <p>Number given</p> <p>Number of students attending event</p> <p>Documented counselor logs</p>	<p>Strategic Plan</p> <p>Title V</p> <p>Site funds</p> <p>General Fund, SpEd, GATE Carl Perkins Grant</p>
<p>5.2 (Dropouts)</p>	<p>1.All high school implement programs to connect students to school through smaller learning communities such as: AVID and IB, academies for health careers, public service and tech prep, pathways for agriculture, environmental science, business, education and career culinary institute, Cadet Corps, Junior Air Force ROTC, SSP, ROP, Peer tutoring, and alternative educational choices</p>	<p>All students including 8th graders</p>	<p>Ongoing/Principals, administrators, teachers, counselors, advisors, CTE advisory committee</p>	<p>Dropout rate will decrease each year as determined through data from Cal-PADS, results form Student Engagement Survey</p>	<p>General Fund, California Partnership grants, Magnets Schools, Title I, II, Measure K</p>

	<p>2. All high schools support co-curricular and extra curricular programs that build motivation for school attendance such as: ASB, Renaissance, theatre, band, vocal music, dance, color guard, drum-line, interscholastic sports, pep squad, cheerleading, and various clubs. Friday Night Live, workability, academic competitions, mock trial, work experience and ROP.</p>	All students	Ongoing/principals, administrators, teachers, counselors, coaches and advisors	Number of students participating will increase each year	ASB, General Fund
	<p>3. Pre-registration, Registration and College Career Plan Update</p>	All students	Ongoing/Counselors, CTE Instructor	All students will have yearly meetings	General Fund, 10 th grade counseling
	<p>4. Read 180, High Point, Edge, school within a school, shadow classes, etc., or assist students through ELD and ASES programs to support student in reaching proficiency in ELA and math</p>	Students at Far Below Basic and Below Basic on CSTs.	Ongoing/Counselors, teachers, ELA and math dept. chairs	All students receiving services as needed	Title I, Title III, General Fund ASES/EIA

	5. All schools provide support for parents and students through HAC, Robo Calls, Parent Handbook, Letters and SARB to increase attendance and academic support	Grades 6-12	Ongoing/Principals, administrators, teachers, counselors, support staff	Increased student attendance and achievement	General Fund
	6. Drop out reporting/monitoring system to include training and support to assure accurate withdrawal coding	Grades 6-12	Ongoing/Principals, administrators, teachers, counselors, support staff	Reduce number of dropouts and accuracy of reporting	General Fund
	7. Graduation/drop out data analysis in such areas as; special populations, attendance, demographics, academic and assessments	Grades 6-12	Ongoing/Principals, administrators, teachers, counselors, support staff	Identify and understand trends in drop outs to assure no group is overly represented	General Fund
	8. Outreach to students who are identified as at-risk of becoming dropout students	Grades 6-12	Ongoing/Principals, administrators, teachers, counselors, support staff	Reduce number of students dropping out	General Fund
	9. The district has reading intervention programs to increase literacy	All grades	Ongoing/ Principals, administrators, teachers	Number of students that increase reading proficiency	General fund and categorical funds
	10. Identify students at risk of failing	9-10(ELA), 8-10(Math)	Ongoing/Principals, administrators, teachers, counselors, support staff	Increase passage and proficiency on CAHSEE	General fund and categorical funds

	11. CAHSEE classes are offered in ELA and math to promote passage for 11 th /12 th grade, and increase number of proficient for 10 th grade	Grades 10-12	Ongoing/Dept. chairs, teachers	Increase passage for 11 th /12 th , proficiency for 10 th	General Fund, HP, tutorial fund
	12. Credit deficient 11 th /12 th graders are offered a before or after school program for credit recovery in such programs as APEX, MRI, summer school	Lacking credits for graduation	Ongoing/Dept. chairs, teachers, counselors	Increase graduation rate	General Fund and categorical funds
	13. 10 th grade counseling, and CAHSEE supplemental program is provided.	All students not attaining sophomore status	Ongoing/Counselors	Increase graduation rate	10 th grade counseling AB1802
	14. Outreach to students reported as dropouts due solely to CAHSEE requirement (NCSEE)	Non-diploma HS completers	Assessment Office	Increase recovery rate(students recovering high school diploma after completing all other grad requirements)	CAHSEE Intensive Intervention
5.3 (Advanced Placement)	1. Middle and high school academic orientation activities for students and parents	Incoming 6 th and 8 th graders and parents	Spring/ongoing at limited schools/Counselors	Participation in orientation activities	General Fund
	2. AVID at middle and high schools	8 th – 12 th grade	Ongoing/Counselors, teachers at selected schools	Greater participation of students	General Fund

	3. International Baccalaureate (IB) Programme at middle and elementary magnet schools	K-8 th graders	Ongoing/Counselors, teachers, IB coordinator	Greater participation of students, increase of IB diplomas, increase IB takers	General Fund
	4. 9 th grade registration for 8 th graders	8 th graders	Spring Ongoing/Counselors	Increase in Honors classes at 9 th grade	General Fund
	5. Four year High School Program Planning	9 th -12 th graders	Ongoing/Counselors	Increase in enrollment in honors, AP and IB	General Fund
	6. Open access to AP program	9 th -12 th graders	Ongoing/Counselors	Increase enrollment in honors, AP, IB	General Fund
	7. AP/Honors four year plan	8 th -12 graders	Ongoing/Counselors, teachers	Increase enrollment in honors, AP, IB	General Fund
	8. Staff development for AP and IB teachers	9 th -12 th graders	Ongoing/teachers	Increase number of students passing AP/IB exams	General Fund
	9. AP fee waivers	Eligible 9 th -12 th graders	Spring Ongoing/Counselors, teachers	Increased number of waivers	General Fund

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:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Desert Sands Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as its low-income measure to identify schools eligible for Title I funding.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>All schools in DSUSD with a 75% or greater poverty level are funded. All district schools are ranked based on the numbers of students who participate in the Free & Reduced Lunch program; all elementary and middle schools that have more than 40% of their students on free and reduced lunch are eligible for participation in the Title I Program. Currently, the district average is applied to all elementary and middle schools to identify participating schools. (Schools at or above the district percentage, will receive Title I funding)</p>

**Additional Mandatory Title I Descriptions
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<ul style="list-style-type: none"> • All schools conduct a schoolwide annual needs assessment. This information is used for developing the Single Plan for Student Achievement (SPSA). Schools and the district analyze state test results (CST and CELDT) and use the data to reform strategies (based on scientifically-based research) annually to provide opportunities for all children to meet proficiency and higher. • The district provides schools with effective methods, instructional strategies, and staff development based on scientifically-based research for use at the sites. These are incorporated into the SPSA. • The district and schools implement effective intervention models for students to meet proficiency through extending learning time during the school day, before and after school, and summer school. • Recruitment and retention of highly qualified teachers and other staff (See Performance Goal 3). • DSUSD focuses on closing the achievement gap. Schools are provided professional development to address needs of historically underserved students, PLCs have been implemented at all sites to analyze state data and district benchmark data focusing on the 3 questions: <i>What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?</i> An Academic Support Plan for Long-Term English learners has been implemented. The implementation of strategies that support access to core are promoted. • The district and sites promote parent involvement through communication via newsletters, phone calls, conferences; parenting classes such as PRICE parenting and Parenting for Success; advisory councils (ELAC, DELAC, SSC, DAC, SAC and parent clubs). Each site has an annual Title I

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>meeting for parents.</p> <ul style="list-style-type: none"> • Trainings, meetings, and parent conferences support positive transitioning from early childhood programs to kindergarten. • Sites provide timely, targeted interventions through push-in support and before and after schools support for students.
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>TAS schools in DSUSD identify those students most at risk of failing through multiple sources: CST, DSAT, and report cards.</p> <ul style="list-style-type: none"> • All schools conduct a schoolwide annual needs assessment. This information is used for developing the Single Plan for Student Achievement (SPSA). Schools and the district analyze state test results (CST and CELDT) and use the data to reform strategies (based on scientifically-based research) annually to provide opportunities for all children to meet proficiency and higher. • The district provides schools with effective methods, instructional strategies, and staff development based on scientifically-based research for use at the sites. These are incorporated into the SPSA. • The district and schools implement effective intervention models for students to meet proficiency through extending learning time during the school day, before and after school, and summer school. • Recruitment and retention of highly qualified teachers and other staff (See Performance Goal 3). • DSUSD focuses on closing the achievement gap. Schools are provided professional development to address needs of historically underserved students, PLCs have been implemented at all sites to analyze state data and district benchmark data focusing on the 3 questions: <i>What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?</i> An Academic Support Plan for Long-Term English learners has been implemented. The implementation of strategies that support access to core are promoted. • The district and sites promote parent involvement through communication via newsletters, phone calls, conferences; parenting classes such as PRICE parenting and Parenting for Success; advisory councils (ELAC, DELAC, SSC, DAC, SAC and parent clubs). Each site has an annual Title I meeting for parents. • Trainings, meetings, and parent conferences support positive transitioning from early childhood programs to kindergarten. • Sites provide timely, targeted interventions through push-in support and before and after schools support for students.

Additional Mandatory Title I Descriptions

(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<ul style="list-style-type: none"> • Students are identified by site administrators, coaches, and resource staff at sites with assistance by State and Federal Programs director and project facilitators. • TAS schools in DSUSD identify those students most at risk of failing through multiple sources: CST, DSAT, CELDT, and report cards.
<p>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.</p>	<p>The district’s Homeless Services Program provides services through Child Welfare and Attendance (CWA). These services, which are provided to homeless students and their families, provide resources that support the immediate enrollment and attendance of homeless students in school and help ensure that homeless students have equal educational opportunities. Services include assistance and referrals in the following areas: school enrollment and attendance, special school programs, record retrieval, school supplies, hygiene supplies, uniform and clothing referrals, health/immunizations, housing, community agencies, tutoring and transportation to schools. Students are guaranteed the opportunity to remain at home school.</p>

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.	Collaboration with Riverside County Office of Education (RCOE)
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Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The staffs of the offices of State and Federal Programs and Educational services provide ongoing assistance and support to Program Improvement and Title I schools.</p> <ul style="list-style-type: none"> • State and Federal Programs (SFPO) and the Assessment offices assist each PI school in revising, implementing and monitoring their School Plan for Student Achievement (SPSA). <ol style="list-style-type: none"> 1. All site plans must adhere to district goals, state standards, and research-based effective strategies. 2. Student data guides the specificity of the site plan. 3. SFPO will review each site plan for accuracy and evidence that the plan will affect a positive growth using known research-based strategies for students who have not achieved proficiency and English learners. 4. SFPO will review and help revise site budgets to effectively utilize available resources. • Each Program Improvement School has completed the Academic Program Survey (APS) to analyze their data and identify areas of improvement for professional developments. • Each PI school has an aggressive parent involvement policy.

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	DSUSD notifies parents by letter of a school’s identification as Program Improvement (PI) which includes notification the right for students to transfer to another school that is not PI with paid transportation and the right to receive supplemental (SES) services. (PI Year 2 and higher)
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>School Choice: To comply with the requirements of the No Child Left Behind Act (NCLB), DSUSD will offer all eligible students the option to transfer to a school of choice. The school district will make every effort to place eligible students in their school of choice. The process for implementing school choice will occur following the districts receipt of the state’s notification of Program Improvement schools. After the district receives notification from the state that school has failed to make adequate yearly progress for two consecutive years, parents will receive a letter, mailed on or before September 1, from the school district offering them the option to transfer should they elect to do so. Parents will be given a minimum of three weeks to return a transfer request form to the district office. At the end of the enrollment window, the district will initiate the transfer process. The district will also fund transportation to the schools of choice.</p> <p>Supplemental Services: Before school begins, all available state approved SES providers are invited to submit a letter of intent to work for DSUSD. On the first day of school, letters are sent home to parents to inform them that their school qualified for SES services. Brochures of the SES providers and an SES application are mailed to the parents with an invitation to attend a “Providers Fair” at the district office. The purpose of the “Providers Fair” is to give the parents the opportunity to make informed decisions as to which service would be best for their child. Parents select a 1st, 2nd, and 3rd choice provider. The provider that is selected contacts the parent directly and establishes a date for the student to begin SES tutoring.</p>

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	DSUSD has a high rate of highly qualified teachers, principals, and other staff. (See Goal 3 for a detailed description)
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.	The District provides training materials for each school site to use to train parents in participations in School Site Council (SSC), School Advisory Committee (SAC), and English Learner Advisory Committee (ELAC). A member from each ELAC participates on the District English Learner Advisory Committee (DELAC) and a member from each SAC participates in the District Advisory Committee (DAC). At monthly CONAPP meetings, administrators are given suggestions for parent involvement in their child’s education.

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.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> 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. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The district’s organizational structure is designed to ensure the coordination and integration of educational services across the district.</p> <p>DSUSD has rewritten the LEA Plan to serve as a guide for individual school site plans and to reflect District goals. The Superintendent working with Educational Services, State and Federal Programs and Student Services, will work together to coordinate and integrate services to focus on student achievement goals. Site administrators, district parent advisory committees, and teachers will also provide input to support the academic success of all students enrolled in our schools.</p> <p>All site plans must adhere to District goals, state standards, and research-based effective strategies and student data will guide the specificity of the site plans.</p> <p>The District will review each site plan for accuracy and evidence that the plan will effect a positive growth using known research-based strategies.</p> <p>All teachers will use the state approved/district adopted curriculum, programs and District benchmark assessments to ensure students are learning and retaining what has been taught. Educational Services and State and Federal Programs have staff that work collaboratively with site administrators. This collaboration focuses on program effectiveness, seamless and fluid instructional programs, and quality/effective staff development that improves student achievement.</p>

	<p>Reading First</p> <p>The local LEA, under the supervision of the director of Reading First, coordinates the educational services of the six reading first school sites and integrates the reading first curriculum and professional development at each of these six elementary schools. In addition, there is articulation with the Superintendent and Assistant Superintendent along with the reading coaches, TRAC coach facilitator, teachers and school site principals to bring all participants together as one learning community team for the benefit of all students in the LEA plan. This is accomplished through regularly appointed meetings and a desire to promote professional development for all teachers at each school site. The TRAC facilitator, along with the professional help from RCOE, focus on specific researched-based professional development plans for all six reading first school sites. The capacity and sustainability of the program is most important. The constant focus of the LEA is to improve reading achievement for all students who are enrolled at the six reading first schools. With the support of the site principals, literary reading first coaches, and teachers, there is a constant focus on raising achievement. All schools are improving their use of data base information. This information is shared among all six schools sites at the regular TRAC meetings that are held by the LEA. With these goals in mind, the LEA has achieved the capacity to increase reading achievement, and it continues to sustain the growth of reading achievement by coordinating all participants who are involved in the professional learning communities, which have already been established by the local LEA.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- 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
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - 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.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically-based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

58. The LEA assures that a minimum of 95% 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

Print Name of Superintendent

Signature of Superintendent

Date

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.

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

Performance Goal 3: *By 2005-2006, 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 Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/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>

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B