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

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

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

Local Educational Agency (LEA):	Corcoran Joint Unified School District: Local Control and Accountability Plan
County/District Code:	16638910000000
Dates of Plan Duration: *(should be five - year plan)*	2015-2020
Date of Local Governing Board Approval:	May 2015

LEA Information:

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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.

Richard Merlo	5/26/15	*[signature]*
Printed or typed name of Superintendent	Date	Signature of Superintendent

Robert Alcorn	5/26/15	*Robert Alcorn*
Printed or typed name of Board Presisdent	Date	Signature of Board President

Local Education Agency Plan
Corcoran Joint Unified School District: Local Control and Accountability Plan

Table of Contents

Appendices

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: District & Student Performance Data
               Table 1: Academic Performance Index by Student Group
               Table 2: Title III Accountability
               Table 3: Adequate Yearly Progress (English-Language Arts)
               Table 4: Adequate Yearly Progress (Mathematics)
               Table 5: California English Language Development Data

Part I
Background and Overview

Background

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

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

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

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

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

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

3. By 2005-2006, all students will be taught by highly qualified teachers.

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

5. All students will graduate from high school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

- API Reports (http://www.cde.ca.gov/ta/ac/ap)
- Standardized Testing and Reporting (STAR) data (http://www.cde.ca.gov/ta/tg/sr)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (http://www.cde.ca.gov/sp/el/t3/acct.asp)
- AYP Reports (http://www.cde.ca.gov/ta/ac/ay)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:
Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

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

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

These tools can be found in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

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

Step Two: Seek Input from Staff, Advisory Committees, and Community Members
Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

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

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

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

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

Step Six: Monitor Implementation
To verify achievement of performance targets, monitor areas such as:

  a) assignment and training of highly qualified staff;
  b) identification of participants;
  c) implementation of services;
  d) provision of materials and equipment;
  e) initial and ongoing assessment of performance; and
  f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

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

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

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

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

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

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	82,840	1,118,401		
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	0	220,490		
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	8,410	89,466		
Title III Immigrants	0	8,101		
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education	0	34,020		
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Title IV, 21st Century	0	270.000		
Medi-Cal Billing Opton	0	50,000		
Total	**91,250**	**1,780,478**		

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program	0	455,492		
Child Development Programs	0	392,648		
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Lottery	59,750	430,354		
CA Clean Energy	164,856	145,602		
Total:	**224,606**	**1,424,096**		

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.

Welcome to the Corcoran Unified School District.   Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran's population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The district consists of approximately 3,300 students with 85% Hispanic, 80% Socioeconomically disadvantaged, and 30% English Language Learners. Students in the district reflect 90% free/reduced lunch, 40% of the parents did not earn a high school diploma, and 95% of students do not have Internet access at home. Educational opportunities in Corcoran include a state-funded Preschool, a K-12 program, and an academic adult school to assist people in obtaining a high school diploma level. College of the Sequoias and West Hills Community College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Unified School District is an academic setting where children are educated through a collaborative effort among parents, faculty, staff, students, and the community.

Corcoran Unified School District's Vision is to become a destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our schools; while our Corcoran Unified School District's Mission states, "We are relentless in creating an environment for all to improve mind, character and body." The 'all' in the Mission statement refers to every employee as well as every student.

The District is pleased to offer every child access to high-tech educational tools via the One2One Technology Learning Program. The District has the privilege of being one of just over 100 schools in the nation to have an Apple Distinguished Technology Program. The CUSD schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all our students a solid academic and social foundation that will send them out into the world feeling confident and well prepared.

The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a "destination district" is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

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

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

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

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

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

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

Corcoran Unified School District (CUSD) has developed a comprehensive system of local assessments to effectively identify and serve at-risk students, determine student achievement levels, inform staff of students that require additional support and provide time for teachers to develop lesson plans that address the needs of all students while providing good first instruction.   CUSD is regularly evaluating and revising programs as the needs of students and Common Core State Standards are implemented and used throughout the curriculum.

Students of all grade levels within the Corcoran Unified School District participate in a common district-level assessment in the areas of English Language Arts and Mathematics.
These assessments help improve the accuracy of identifying students at risk of reading failure and other academic areas. This district-level assessment structure provides a broad overview of performance. Academic assessments at the site level continue to provide stakeholders information on the individual students' progress on meeting the State standards at a more frequent level.

Corcoran Unified separates student populations based on need following assessment performance that result from the core instruction that all students receive. Those students who are documented as performing up to two years behind their grade-level peers are identified for strategic and supplemental intervention based on their identified need. Those students who are identified as performing two or more years behind their grade-level peers are targeted for intensive academic intervention, and their academic progress is further monitored at the site level as they receive instruction from Intervention Teachers.

A survey of teachers was conducted to identify classroom assessments that are used to determine the success of students in meeting the State student academic achievement. These assessments range from those imbedded within our instructional materials, to those identified as supplementary to our instructional materials, and intended to support the task of diagnosing and identifying areas of weakness in academic skills or conceptual development. Teacher training on assessment materials associated with the instructional adoptions have contributed to an increase in the awareness of, and the effective use of, the assessments contained therein. This includes those assessments directly correlated to the instruction students are exposed to, and those that are aligned to the academic achievement standards that the students will be measured against during State testing. Results from these assessments provide information to implement instructional modifications necessary to increase the potential of academic success for our students. Examples include:

- Benchmark Progress Monitoring Assessments
- California Smarter Balance Summative Tests
- Basic Reading Inventory

- Chapter Reviews
- Chapter Tests
- District Writing Assessment
- District Math Assessment
- District-level ELA & Math Assessments
- Emerging Literacy Assessment
- Unit Performance Assessment
- Houghton Mifflin Theme Skills Test
- Unit Prerequisite Skills
- Integrated Theme Skills Tests
- Unit Pre-test
- Lesson Quizzes
- Unit Review/Tests
- Selection Tests
- Unit Tests
- Semester-end Exams
- California Assessment of Student Performance and Progress (CAASPP) new state test

Summative Assessment and Benchmark assessments along with trimester and semester assessments at each site in the district are being used to measure student performance along with daily observational data. The pacing of lessons and guidance on creating standards-based lesson plans that are aligned with Common Core State Standards and effective first best-practices instruction provide teachers with the tools they need to monitor and assess student proficiency. Teachers use Checking for Understanding and Checking for Mastery throughout the entire lesson to ensure students are understanding the standards that are being taught. Teachers re-teach and provide small group instruction as needed throughout and after the lesson has been taught as student needs arise. This focus allows direct immediate instruction at the point of difficulty in the lesson. Students' understanding of the objective of each lesson is at the center of all instruction allowing for monitoring of student performance throughout the lesson preventing students from falling through the cracks. Intervention programs with intervention teachers are being used to provide additional instruction at each student's specific area of need. Good first teaching along with small group targeted instruction is being implemented district-wide. Academic priorities for the district for all students include building knowledge through content rich literature with an increase in reading and writing using informational texts. Regular practice with complex text and its academic vocabulary is incorporated throughout into lessons throughout the curriculum. Through the use of explicit instruction, the quality and quantity of both verbal and written engagement for each student will increase. We will continue to provide consistent routines and structured accountable responses with a goal of meeting the academic needs of our most intense learners including English learners and students with disabilities.

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Common Core State Standards (CCSS) are being implemented at every grade level. The district provides State Board of Education (SBE) adopted core and instructional intervention reading materials for all students. Student level of achievement determines the type of supplemental support and tutoring services that are available. Staff will continue to align and adjust instruction and strategies to meet grade level standards to ensure student proficiency in all core academic areas.	Principals & Teachers - ongoing			
Principals will monitor the implementation of district-adopted reading and language arts materials and appropriate time allocations for core instruction along with specific scheduled intervention instruction.	Principals - ongoing			
Teacher evaluations will focus on lesson design and instructional strategies being used along with implementation of reading and language arts Common Core State Standards.	Principals - ongoing			
Literacy Coaches will provide support and assistance to teachers in classrooms as they implement good first-teaching literacy skills.	Literacy Coaches & Teachers - ongoing	Literacy Coaches Salaries	$313,960	General Fund
Reading Intervention Teachers will provide small group instruction for students who need additional reading support to become grade level proficient.	Reading Intervention Teachers - ongoing	Reading Intervention Teachers' Salaries	$540,000	General Fund
Teachers will develop standards-based reading lessons that focus on reading strategies that provide good first teaching with opportunities for small group interventions for students that need additional support.	Teachers, Literacy Coaches & Principals - ongoing			
Teachers and principals will continuously evaluate student progress in meeting the content standards and provide assistance as needed.	Teachers & Principals - ongoing			
2. Use of standards-aligned instructional materials and strategies:				
Standards-aligned instructional materials are being used throughout the district. Administrators provide training in the use of curricular instructional materials and strategies to support student achievement .	Principals & Teachers - ongoing	Cost of Professional Development	$295,000	Title II & General Fund
Teachers will use reading and language arts assessments to provide individualized learning plans for all students to ensure grade level reading proficiency.	Teachers - ongoing			

	Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Teachers will regularly review and discuss samples of student work at weekly grade-level Professional Learning Community (PLC'S) meetings to ensure that students are mastering grade level standards.	Teachers & Principals - ongoing			
	Teacher lesson plans will specifically state which standards and objectives of the lesson are being taught throughout each lesson.	Teachers I Principals - ongoing			
3.	Extended learning time:				
	Students are provided Supplemental Educational Services (SES) through state approved providers.	Superintendent, School Board, Principals, Teachers, Director of Categorical Programs - ongoing	Contract Expenses	$167,760	Title I
	Online credit recovery (Edgenuity) will be provided for students that are credit deficient in math, history, reading and language arts.	Teachers & Principals - ongoing	Contract Expenses	$74,748	General Fund
	Extended after-school tutoring intervention programs teach reading skills and provide opportunity for increasing fluency to meet the needs of at-risk students. This program runs throughout the school year.	Teachers & Principals - ongoing			
	SES Summer School is provided for students that need additional help with reading and language arts.	Teachers, Principals, Superintendent, School Board, Director of Categorical Programs - ongoing	Contract Expenses for the summer	$ 78,880	Title I
4.	Increased access to technology:				
	Students will be provided with daily access to educational technology through the use of Corcoran Unified School District's One2One Program. Students can assess customized content 24 hours a day, seven days a week. Students check out laptops or iPad's for the school year to take home and bring to school each day. This technology is incorporated into each students' daily academic instruction. Students and teachers are using technology throughout the day as each lesson is taught. Homework assignments and additional academic practice is assigned by each teacher for students to work on at home using their technological devices.	Technical Department, Administration, Board Members, Principals, Teachers and students. - ongoing	Contract expense with Apple & Contract expense with Kings County Office of Education.	$95,357	General Fund
	In cooperation with the Kings County Office of Education, the Corcoran Unified School District provides free internet access (WiFi) for every student in the district.	Technical Department & Kings County Office of Education Technical Department - ongoing	Contract expense with Kings County Office of Education.	$72,990	General Fund
5.	Staff development and professional collaboration aligned with standards-based instructional materials:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
All schools are provided with an early out or late start day each week for the purpose of professional development and collaboration. These structured collaborative meeting times are designated for content area and grade level team planning related to instruction and assessment.	Site administration - weekly basis for all schools - ongoing			
All principals have received administrative professional development in curriculum calibration, lesson design and delivery, and use of the walk-through feedback tool for effective classroom observations (supporting standards-based instruction and lesson delivery).	Director of Educational Services; Site Principals - ongoing			
District Academic Technology Coaches will provide professional development to all teachers in the area of curriculum calibration for rigor and effective lesson design and delivery.	District Academic Technology Coaches - ongoing	Salaries and benefits - ongoing	$584,818	Title I
Professional Development strategies will be taught to all staff on the following:	Site Administration - ongoing			
• How to explicitly communicate and teach language targets. • Facilitate inclusive and accountable participation. • Set up and monitor productive student interactions. • Model and write response frames that guide accurate oral fluency. • Provide feedback for verbal production errors. • Encourage students to utilize and expand their academic register.				
All first and second year teachers participate in the District's BTSA induction program, which includes professional development focused on instructional delivery related to CCSS standards.	Site administrators, first and second year teachers, Director of Curriculum and Instruction - ongoing throughout the school year	Contract with Kings County Office of Education	$48,000	General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Each school will maintain a School Site Council and an English Learner Advisory Committee made up of parents, students (middle school and high school levels), teachers other staff and administrators. Each committee receives reports on assessment results in reading and language arts and provides direction on the improvement of the school reading programs.	Director of Categorical Programs; Site Administrators; Teachers; Parents; Students - ongoing throughout the school year			
Progress Reports are sent home every 4 - 5 weeks along with quarterly and semester report cards to provide parents the opportunity to monitor their child's academics.	Teachers; Principals - ongoing	Cost of mailing reports home to parents	$4,000	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Each school site will send parents/guardians his/her individual students' assessment results with an explanation on how to interpret them.	Principal, Secretary - annually			
Each parent is invited to a minimum of two parent conferences each school year. Teachers and/or principals discuss the reading program that is being used and assessment results.	Parents; Teachers; Principals - biannually			
Back to School Night and Open House are offered at each site in the Fall and Spring of each school year. At Back to School Night, parents/guardians visit sites and speak to teachers or watch presentations with information regarding grade level expectations and common core state standards students must meet to be proficient at the end of the school year. Open House gives parents/guardians the opportunity to see what students have accomplished throughout the school year as they meet with teachers and get clarifying answers to any questions they may have regarding their child's academic progression toward proficiency.	Parents; Teachers; Principals - biyearly			
The School Attendance Review Board (SARB) process is used to assist families with improving student attendance at school. This process is used at the district level, county level and progresses to the district attorney with possible fines and jail time for parents that continue to defy mandated attendance requirements as needed.	Teachers; Principals; Parents; SARB boards, district and county levels - monthly	Contract with Kings County SARB	$5,692	General Fund
District and site websites are available to parents and the community with calendars of events at each site, attendance parent portal, student and parent handbooks, California Common Core State Standards, students' grades and progression of assignments, along with other information and helpful links that can be accessed any time throughout the year.	Principals; Teachers; Parents; Students; Community - ongoing	Contract with School Webmaster	$23,449	General Fund
ParentLink/CUSD Portal allows parents the opportunity to receive attendance calls, texts, and emails along with emergency calls on a daily basis. Teachers and principals send messages home using this communication link. Parents are also able to connect to district data, student classes, attendance, grades, calendar events at sites, district webpage and the superintendent's blog. The district office can monitor the use of this link by parents, teachers, and students. The Parent Link/CUSD Portal can also send out surveys to parents for input regarding their child's educational needs.	Principals; Teachers; Parents; Students - ongoing	Contract with ParentLink/CUSD Portal	$15,550	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
Orientations are provided at each school site to assist parents/guardians with transition into our schools.	Principals; Teachers; Counselors; Learning Directors; Parents; Students - August 2015	Material for orientations	$2,000	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Preschool teachers work with Kindergarten teachers to prepare students for a smooth transition into Kindergarten.	Preschool teachers; Kindergarten teachers - beginning of each school year			
Classified Support Staff (paraprofessionals) assist teachers in providing additional reading instructional support for students who need help acquiring reading skills.	Paraprofessionals; Teachers - ongoing	Paraprofessional Salaries & benefits	$519,656	General Fund
Reading Intervention teachers provide additional reading support for students that are performing two or more grades below their instructional level.	Reading Intervention Teachers • ongoing	Salaries & benefits	$362,409	General Fund
Accelerated Reader Program has been implemented at all sites. Students are required to read and test at or above their Zone of Proximal Development (ZPD) for a minimum of 30 minutes per day. Students move up reading levels as they test out of their current reading level.	Teachers; Principals; Students - ongoing	Contract with Renaissance Learning (Accelerated Reader) Program	$17,094	General Fund
Resource Teachers provide individual and small group instructions for identified students that need additional reading support.	Resource Teachers - ongoing	Salaries & benefits	$311,951	General Fund
Summer School is provided for students that are reading one-two grade levels below their grade.	Teachers; Students - summer school			
Credit Recovery Summer School is provided for high school students that need to make up credits in order to graduate.	Teachers; Students - summer school	Teacher salaries & benefits for summer school	$62,778	General Fund
Summer School is provided for middle school students who are failing classes and need additional support to pass their grade level.	Teachers; Students - summer school	Teacher salary & benefits for summer school	$50,000	General Fund
Summer School CAHSEE reading support is provided for students who still need to pass the CAHSEE reading portion of the test to graduate.	Teachers; Students - summer school			
8. Monitoring program effectiveness:				
Each site will update its Single Plan for Student Achievement; principals, teachers, and site councils are responsible for monitoring student progress in reading and making needed revisions.	Principals; Teachers; Parents; Other Staff - ongoing			
Classroom teachers and principals will regularly assess students' work, re-teach and re-assess as needed to ensure all students become proficient at their grade level.	Teachers; Principals - ongoing			
Multiple assessments/benchmarks will be given in the area of literacy. These assessments will be monitored and evaluated with teachers and principals. Students that are not meeting grade level proficiency will be reviewed by a Student Study Team at each site and an Individual Learning Plan (ILP) will be written for at-risk students.	Principals; Teachers - ongoing			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The district will participate in all phases of the state's standards-based assessment system including the new Smarter Balance Assessment System (CAASPP).	Principals; Teachers - state testing window			
Test data and results from the CAASPP will be used to monitor programs and drive changes in instructional program, as needed.	Principals; Teachers - ongoing			
Administrators will conduct classroom observations and teacher evaluations focusing on effectiveness of standards-based reading instruction.	Principals - ongoing			
SchoolCity reports will be used to monitor student achievement in reading through analysis of students' scores and other assessment measures.	Principals; Teachers - ongoing	Contract with School City	$22,081	General Fund
9. Targeting services and programs to lowest-performing student groups:				
The needs of English Learners (EL) will be addressed through the following:	Teachers - ongoing			
• The CELDT test will be administered to eligible students.				
• English Language Development (ELD) will be provided based upon CELDT scores.				
• EL students are deployed for ELD according to CELDT scores in K-5.				
• EL students in 6-12 are assigned an ELD core class.				
• Instruction for EL students will include SDAIE instructional strategies from qualified CLAD teachers.				
Students with Disabilities are provided additional support services through Resource Specialists that meet regularly with general education teachers to review and monitor students academic and behavior goals and objectives as per each student's IEP. The implementation of and monitoring of Student Behavior Support Plans are reviewed and adjusted according to students' needs.	Resource Specialist Teachers - ongoing			
Special Day Classes are available at specific sites to serve the needs of students designated as SDC in their Individualized Education Plans (IEP's).	Teachers; Students - ongoing as designated by student's individualized IEPs.			
Students who are performing two or more years below grade level in reading in K-5 will receive after school tutoring by their teachers two afternoons a week.	Teachers; Students - ongoing throughout the school year			
Paraprofessionals will assist teachers in the classroom to provide supplemental reading support in small groups or one-to-one according to student needs.	Paraprofessionals - ongoing	Salaries & benefits	$242,935	General Fund
Middle school students are provided assistance in Academic Enrichment Classes after school.	Teachers; Students - ongoing			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
High school students receive assistance from peer tutors in after school programs.	Teachers; Students; Peer Tutors - ongoing			
Reading intervention teachers provide direct academic reading support for the lowest-performing students in small group educational settings.	Reading Intervention Teachers-ongoing			
10. Any additional services tied to student academic needs:				
Summer School Credit Recovery Courses for high school students will be offered in June and July 2015.	School Board; Superintendent; Principals; Parents; Director of Categorical Programs; Teachers; Outside Supplemental Educational Service Providers - annually	Teacher salaries & fixed costs Contract expenses	$63,000	General Fund
Summer School will be offered to middle school students that failed to make sufficient progress towards proficiency in their core subjects.	Teachers; Parents; Students - summer school	Teacher Salaries & benefits Contract expenses	$50,000	General Fund
Summer School will be offered through Supplemental Educational Services (SES) for students in grades 1st-5th that failed to make sufficient progress towards meeting proficiency in their core subjects. SES is a state approved outside agency that provides tutoring services to students upon parent request and teacher input.	Principals; Parents; Director of Categorical Programs; Teachers; Outside Supplemental Educational Service Providers - annually in June 2015	Teacher Salaries & benefits Contract expenses	$78,880	Title I SES Funds

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

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
The district will provide State Board of Education (SBE) adopted core and intervention math instructional materials for teachers to use to align lessons with content standards for all students.	Director of Educational Services; Teachers - August 2016	Cost of state adopted core and intervention materials in math	Will depend on cost of adopted core and intervention math materials	General Fund
All teachers and principals will implement instructional strategies in math through the use of Explicit Direct Instruction and good first teachings.	Principals; Teachers - ongoing			
Principals will monitor the implementation of district-adopted math materials and appropriate time allocation for core and intervention math instruction.	Principals - ongoing			
Teacher evaluations will focus on math standards and instructional strategies used in classrooms throughout lessons.	Principals; Teachers - ongoing			
Principals and Literacy Coaches will provide support and assistance for teachers to facilitate collaborative analysis of mathematics data to inform instruction during weekly Professional Development Community (PLC'S) meetings.	Principals; Literacy Coaches - ongoing			
2. Use of standards-aligned instructional materials and strategies:				
Site administrators will provide training in the use of curricular/instructional materials and strategies for teachers in math during the regular school year during PLC's and with the guidance of Kings County Office of Education (KCOE) and Tulare County Office of Education (TCOE).	Principals; Teachers - ongoing	Cost of training with KCOE	20,000	General Fund
KCOE will review and refine Math units in order to improve Common Core State Standards based lessons.	Trainers; Teachers - ongoing			
Student data will be analyzed during PLC's to ensure standards-aligned materials and strategies are being used in all lessons and throughout each section of the lesson.	Principals; Teachers - ongoing			
Teachers will use math assessments, unit tests and benchmark assessments to provide individualized learning paths to ensure student proficiency in math.	Teachers; Principals - ongoing			
3. Extended learning time:				

	Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Students are provided Supplemental Educational Services (SES) through state approved providers.	Superintendent, School Board, Principals, Teachers, Director of Categorical Programs - ongoing	Contract expenses	See Part II: Goal 1- Reading: Planned Improvements for funding costs	Title I
	Online credit recovery (OdysseyWare) will be provided for students that are credit deficient in math.	Teachers; Principals - throughout the school year	Contract expenses	$60,000.00	General Fund
	Extended after-school tutoring intervention programs teach math skills and provide opportunity for increasing fluency to meet the needs of at-risk students. This program runs throughout the school year.	Teachers; Principals - ongoing			
	SES Summer School is provided for students that need additional help in math.	Teachers, Principals, Superintendent, School Board, Director of Categorical Programs - ongoing	Contract expenses for summer school	$49,000	Title I
4.	Increased access to technology:				
	Students will be provided with daily access to educational technology through the use of Corcoran Unified School District's One2One Program. Students can access customized content 24 hours a day, seven days a week. Students check out laptops or iPad's to take home and and bring to school each day to use for the entire school year.	Technical Department; Administration; Board Members; Principals; Teachers; Students - ongoing	Contract expenses with Apple and Kings County Office of Education	$300,000	General Fund
	In cooperation with the Kings County Office of Education, WiFi provides free internet access for every student in the district.	Technical Department & Kings County Office of Education Technical Department - ongoing	Contract expenses with Kings County Office of Education	See Part II: Goal 1- Reading: Planned Improvements for funding costs	General Fund
5.	Staff development and professional collaboration aligned with standards-based instructional materials:				
	All schools are provided with an early out or late start day each week for the purpose of professional development and collaboration. These structured collaborative meeting times are designated for content area and grade level team planning related to instruction and assessment.	Site Administration- weekly basis for all sites - ongoing			
	All principals have received administrative professional development in curriculum calibration, lesson design and deliver, and use of the walk-thru/feedback tool for effective classroom observations (supporting standards-based instruction and lesson delivery).	Director of Educational Services; Site Principals - ongoing	Contracts for professional development-expertise in specific areas of needs for the district	TBD on an as needed basis	Title II; General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
District Academic Technology Coaches, Literacy Coaches and Resource Teachers will provide professional development to all teachers in the area of curriculum calibration for rigor and effective lesson design and delivery. Professional Development strategies will be taught to all staff on the following: • How to explicitly communicate and teach math standards. • Facilitate inclusive and accountable participation. • Set up and monitor productive student interactions. • Write response frames that guide accurate oral fluency in math. • Assign and model academic responses regarding math curricula. • Provide feedback on verbal production errors. • Encourage students to utilize and expand academic register.	District Academic Technology Coaches; Literacy Coaches; Resource Teachers - ongoing Site Administration - ongoing			
All first and second year teachers participate in the District's BTSA induction program, which includes professional development focused on instructional delivery related to CCSS standards.	Site administrators; first and second year teachers; Director of Curriculum and Instruction - each school year	Contract with Kings County Office of Education BTSA program	See Part II: Goal 1- Reading: Planned Improvements for funding costs	General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Each school will maintain a School Site Council and an English Learner Advisory Committee made up of parents, students (middle school and high school levels), teachers, other staff and administrators. Each committee receives reports on assessment results in reading, language arts and math. These groups help provide direction on the improvement of school and district math programs.	Director of Categorical Programs; Site Administrators; Teachers; Parents; Students - ongoing throughout the school year			
Progress Reports are sent home every 4 - 5 weeks along with quarterly and semester report cards to provide parents the opportunity to monitor their child's academics.	Teachers; Principals - ongoing	Cost of mailing reports home to parents	$2,234	General Fund
Each school site will send parents/guardians his/her individual assessment results with an explanation of how to interpret the report.	Principal; Site Secretary - annually	Cost of mailing assessments home	$2,000	General Fund
Each parent is invited to a minimum of two parent conferences each school year. Teachers and/or principals discuss the math program that is being used and assessment results.	Parents; Teachers; Principals - biannually			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Back to School Night and Open Houses are offered at each site in the Fall and Spring of each school year. At Back to School Night parents/guardians visit classrooms and speak to teachers or watch presentations with information regarding grade level expectations and what standards students must meet to be proficient at the end of the school year. Open House offers parents the opportunity to see their child's accomplishments toward proficiency as they progress toward the end of year grade level requirements and possible graduation.	Parents; Teachers; Principals - bi-yearly			
The School Attendance Review Board (SARB) process is used to assist families with improving student attendance at school. This process is used at the district level, county level and progresses to the district attorney if needed.	Teachers; Principals; Parents; SARB boards at district and county level - monthly	Contract with Kings County SARB	$5,692	General Fund
District and school websites are available to parents and the community with calendars of events at each site, attendance parent portal, student and parent handbooks, California Common Core State Standards, students grades and progress of assignments, and many other information and helpful links that can be accessed any time, day or night, throughout the school year.	Principals; Teachers; Parents; Students; Community - ongoing	Contract with WebMasters	$23,449	General Fund
ParentLink/CUSD Portal allow parents the opportunity to receive attendance calls, texts, and emails along with emergency calls on a daily basis. Teachers and principals send messages home using this communication link. Parents are also able to connect to district data, student classes, attendance, grades, calendar events at sites, the district webpage and the Superintendent's Blog. The district office can monitor the use of this link by parents, teachers, and students. The ParentLink/CUSD Portal can also send out surveys to parents for input regarding their child's educational needs.	Principals; Teachers; Parents; Students; - ongoing	Contract with ParentLink/CUSD Portal	$15,550	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
Orientations are provided at each school site to assist parents/guardians with transition into our schools.	Principals; Teachers; Counselors; Learning Directors; Parents; Students - ongoing at the start of each school year	Material for Orientation	$2,000	General Fund
Preschool teachers work with Kindergarten teachers to prepare students for a smooth transition into Kindergarten.	Preschool Teachers; Kindergarten Teachers - August 2015	Salaries & benefits	$78,181	Preschool Funding
Classified Support Staff (paraprofessionals) assist teachers in providing additional math instructional support for students who need help acquiring basic math skills.	Paraprofessionals; Teachers - ongoing throughout the school year			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Intervention teachers provide additional math support for students that are struggling with the concepts that are being taught.	Teachers - ongoing			
Resource Teachers provide individual and small group instructions for identified students that need additional math support.	Resource Teachers - throughout the school year	Salaries & benefits	$311,951	General Fund
Summer School is provided for students that are reading one-two grade levels below their grade and/or need additional support in math.	Teachers; Students - each summerschool session	SES summer contract for services	$78,880	Title I
Credit Recovery Summer School is provided for high school students that need to make up credits in order to graduate.	Teachers; Students - each summerschool session	Credit Recovery Summer School Contract; teacher salaries and benefits for summer school	$20,000	General Fund
Summer School is provided for middle school students who are failing classes and need additional support to pass their grade level.	Teachers; Students - summer school session	Teacher salary & benefits for summer school	$10,000	General Fund
Summer School CAHSEE math support is provided for students who still need to pass the CAHSEE math portion of the test to graduate.	Teachers; Students - summer school session	Teacher salary & benefits for summer school	$10,000	General Fund
8. Monitoring program effectiveness:				
Each site will update its Single Plan for Student Achievement; principals, teachers and school site councils are responsible for monitoring student progress in math and making needed revisions.	Principal; Teachers; Parents; Other Staff - ongoing			
Classroom teachers and principals will regularly assess students' work, re-teach and re-assess as needed to ensure all students become proficient at their grade level.	Teachers; Principals - ongoing			
Multiple assessments/benchmark assessments will be given in the area of math proficiency. These assessments will be monitored and evaluated with teachers and principals. Students that are not meeting grade level proficiency will be reviewed by Student Study Teams (SST) at each site and an Individual Learning Plan (ILP) will be written, monitored and revised as needed for at-risk students.	Principals; Teachers - ongoing			
The district will participate in all phases of the state's standards-based assessment system including the new California Assessment of Student Performance and Progress (CAASPP).	Principals; Teachers - ongoing			
Test data and results from the CAASPP will be used to monitor programs and drive changes in instructional programs as needed.	Principals; Teachers - ongoing			
Administration will conduct classroom observations and teacher evaluations focusing on effectiveness of standards-based math instruction.	Principals - ongoing			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
SchoolCity reports will be used to monitor student achievement in math through analysis of students' scores and the assessment measures.	Principals; Teachers - ongoing	Contract with SchoolCity	$22,081	General Fund
9. Targeting services and programs to lowest-performing student groups: The needs of English Learners (EL) will be addressed through the following:	Teachers - ongoing			
• The CELDT test will be administered to eligible students.				
• English Language Development (ELD) will be provided based upon CELDT scores.				
• EL students are deployed for ELD according to CELDT scores in K-5.				
• EL students in 6-12 are assigned an ELD core class.				
• Instruction for EL students will include SDAIE instructional strategies from qualified CLAD teachers.				
Students with Disabilities are provided additional support services through Resource Specialists that meet regularly with general education teachers to review and monitor students academic and behavior goals and objectives per each student's IEP. The implementation of and monitoring of Student Behavior Support Plans are reviewed and adjusted according to student needs.	Resource Specialist Teachers - ongoing			
Special Day Classes are available at specific sites to serve the needs of students designated as SDC in their Individualized Education Plans (IEP's).	Teachers; Students - ongoing			
Students who are performing below grade level in math in grades K-5 will receive after school tutoring by their teachers two afternoons a week.	Teachers - ongoing			
Paraprofessionals will assist teachers in the classroom to provide supplemental math support in small groups or one-to-one according to student needs.	Paraprofessionals - ongoing			
Middle school students are provided math assistance in Academic Enrichment Classes after school.	Teachers - ongoing			
High school students receive math assistance from peer tutors in after school programs.	Teachers; Students; Peer Tutors - ongoing			
Intervention teachers provide direct academic math support for the lowest-performing students in small group educational settings.	Intervention teachers - ongoing			
10. Any additional services tied to student academic needs:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Summer School Credit Recovery Courses for high school students will be offered in June and July 2015.	School Board; Superintendent; Principals; Parents; Director of Categorical Programs; Teachers; Outside Supplemental Educational -Service Providers - yearly each summer	Teacher salaries & fixed costs Contract expenses	$20,000	General Fund
Summer School will be offered to middle school students that failed to make sufficient progress towards proficiency in their core subjects.	Teachers; Parents; Students - summer sessions	Teacher salaries & fixed costs Contract expenses	$10,000	General Fund
Summer School will be offered through Supplemental Educational Services (SES) for students in 1st-5th grades who failed to make sufficient progress towards meeting proficiency in their core subjects. SES is a state approved outside agency that provides tutoring services to students upon parent request and teacher input.	Principals; Teachers; Director of Categorical Programs; Outside Supplemental Educational Service Providers • summer session	Teacher salaries & fixed costs as per Catapult Contract	$49,000	Title I SES funds

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	Professional development will be provided for all teachers that will use targeted English Language Development strategies to improve student learning. Instructional coaches will provide in class demonstrations of specific teaching/instructional strategies that will support the EL student in all content areas.
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	ELD student placement in the classroom will be specific to the EL learners CELDT levels. Ongoing monitoring of student's academic progress will be supplemented with an ELD Student Report. The report is based on grade point averages with any student grades at a 2.0 or below, parent contact will be made. Academic goal setting will be made at each quarter with an emphasis on their CELDT goals for the academic school year.
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	Evidence can be collected; such as agendas, sign- in sheets, copies of materials covered and/or instructional coach's visits/demo lessons, and reports of EL student progress monitoring.
d. Describe how the LEA will promote parental and community participation in LEP programs.	Each school site has an English Learner Advisory Committee (ELAC) that meets on a regular basis throughout the school year. The parents of all of our English learners are invited to attend these meetings. We emphasis our desire for parents/guardians of English learners to serve in leadership roles that promote positive and academic relationships between schools and families. During these meetings, the programs and services that are being provided to English learners is discussed. Training for parents is also provided and input from parents/guardians is always welcome and appreciated. Parents/guardians are also invited to all District English Learner Advisory Committee (DELAC) with opportunities for training on student English learner programs. Parents are invited to all educational opportunities on sites including Literacy Nights and other site events. Parents/guardians have participated in training from PIQE (Parent Institute for Quality Education) and other site trainings as needed according to parent/guardian requests. We have hired a Parent Liaison who works directly with and assists parents in ongoing parental involvement opportunities at all sites. Parenting Partners- Engaged for Achievement have provided training for each school sites' 5-6 member teams. These teams will provide on-going parent education on family leadership, how to work with children at home, and engaging parent in building their critical key roles for student achievement.

	Description of How the LEA is Meeting or Plans to Meet this Requirement
	Required Activities
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in: - English proficiency; and - Academic achievement in the core academic subjects	At this time our schools have been using the following ELD Instructional programs: K-1 uses Houghton Mifflin Reading California and Curious About Words, Grades 2-3 uses SRA Language for Learning, Thinking and Writing as well as ReadWorks.Org, Grades 4-5 uses SRA Language for Learning, Grades 6-8 uses National Geographic's Inside Curriculum and is supported with ESL Reading Smart, 9-12 uses Hampton Brown's Edge Curriculum. Programs will be monitored through grade/progress reporting as well as formative assessments specific to each site's program, ELA benchmarks and district proficiency assessments. ELD strategies and standards will be targeted in other content areas through the use of the ELD standards and SDAIE strategies to scaffold instruction to be accessible to EL students.
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children;	A professional development plan and calendar will be followed that is created by the Director of Curriculum and Instruction. The needs and requests for professional development by all teachers, principals, administrators and other school based personnel will be considered and the latest instructional strategies to support all learners, specifically targeting English language learners will be provided throughout the school year. Professional development will be provided in the following areas: - ELD workshops through Fresno County Office of Education - ELD Coaching Network for site instructional coach's through Kings County Office of Education - Kagan Structures for Cooperative Learning - Ongoing staff development for writing and instructional scaffolding/checking for understanding by individual sites.
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	Ongoing technical support on how to use AERIES (attendance and academic program) and School City to analyze data to drive instruction. Instructional coaching will be provided to support teachers in best practices for assessing language learners. Teachers are taught how to filter the data to target subgroups, especially English learner students.
c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	The following research based professional development programs include: - Kate Kinsella's Toolkit for Academic Vocabulary - Jane Schaffer Writing Model - Thinking Maps - Kagan Structures for Cooperative Learning - Dataworks Explicit Direct Instruction - CUE (Computer Using Educators) for improving teaching skills through the use of technology - Common Core trainings through Tulare and Kings County Offices of Education - ELD Standards training through Fresno County Office of Education - Catapult Training for Instructional Practices - Effective classroom management strategies by Rick Morris.
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	Through ongoing use of Instructional Rounds with an emphasis on Check for Understanding and Checking for Mastery (Fisher & Frey) our district will continue to focus on ways to improve and create a long term positive effect on teacher performance.

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

4. Upgrade program objectives and effective instruction strategies.	**Check if Yes: X** **If yes, describe:** Goal setting with each EL student is completed and monitored each quarter in order to increase student's CELDT score by one level at the beginning of school and is monitored each semester. Kagan cooperative strategies have been implemented district wide in order to increase student engagement in the areas of reading, writing, listening and speaking.

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

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

5. Provide:
   a. tutorials and academic or vocational education for LEP students; and
   b. intensified instruction.
	Check if Yes:
	X
	
	If yes, describe:
	Academic Intervention Classes are offered throughout the district for our LEP students. Programs being utilized for this are:
	• ESL Reading Smart
	• SRA Language for Learning
	• Ascend Math
	• Edgenuity Online Program
	• Rosetta Stone Online Program
	• After school tutoring

6. Develop and implement programs that are coordinated with other relevant programs and services.	**Check if Yes:** X **If yes, describe:** All English learner students receive a minimum of 30 minutes of direct instruction a day with the following programs: • Edge • SRA Language for Learning • Houghton Mifflin California Reading • All core classes have aligned their curriculum guides with the latest California English Language Development Standards in order to provide standards-based lessons directly supporting the English language development of all EL students.

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

7. Improve the English proficiency and academic achievement of LEP children.	**Check if Yes:** X **If yes, describe:** All subject area classes will have students practice daily in reading, writing, listening, and speaking skills in order to achieve proficiency. Supplemental reading and writing materials for English learners to be utilized during English Language Development scheduled instructional periods include: • Studies Weekly (Supplemental Science Classroom Magazine for ELD) for (Kinder - Eighth Grades) Title III: $10,000 • Learning Plus supplemental reading material for ELD (Kinder - Second Grades) Title III: $10,524 • Scholastic supplemental reading material for ELD (Third - Sixth Grades) Title III: $48,025 • Treasure Bay supplemental writing materials for ELD (Transitional Kinder - Second Grades) Title III: $5,319 • National School Product vocabulary development for ELD (First - Second Grades) Title III: $8,574 • Technology Title III: $10,000.00 (carryover funds) • Materials and supplies (intervention software) Title III: $3,884 • Printing: Title III: $500 • Communication Title III: $500 *See attached page for complete 2014-2015 Title III Budget
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Check if Yes:** X **If yes, describe:** Sites in our district have implemented the following programs to provide community/parent participation: • Literacy Night • Science Fair • History Night • International Day • (PIQE) Parent Institute for Quality Education • Parenting Partners • Scholastic Book Fair • Read Across America • Accelerated Reading Workshop, • Healthy Habits Workshops.

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

9. Improve the instruction of LEP children by providing for - • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs.	**Check if Yes:** X **If yes, describe:** We are an Apple Distinguished District which provides an electronic/technology device for all students on a daily basis. Each site has an Academic Technology Coach that provides ongoing professional development for teachers in their classrooms who demonstrate the most current technological uses for student achievement. Ongoing educational technological professional development is embedded in each sites professional development calendar. 20 teachers and administrative staff are sent to CUE (Computer Using Educators) conference each year to allow intensive hands on technology training in the latest computer based instructional strategies. The curriculum is often times utilized via the technology devices as well as parents and students being able to check grades, assignments, attendance and other related academic information on a daily basis.
10. Other activities consistent with Title III.	**Check if Yes:** X **If yes, describe:** As part of a comprehensive development plan that is based on the needs of the teacher, the supervisor, and the students; the following professional development activities were provided to assist personnel in meeting state and local certification and licensing requirements for teaching limited English proficient children: • English Language Development and Standards Review with Sam Nofziger • Title III Planning & Implementation Workshops at Tulare County Office with Laura Voshall and representative from the California Department of Education (FPM) • ELD Network and Coaching Workshops (year long) with Kings County Office of Education with Andrea Perez.

Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified:
The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	The Title III Notification to Parents Letter is mailed home at the beginning of the school year to inform parents of their child's language needs along with their current CELDT (California English Language Development Test) Score and classroom placement.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	The parents receive a copy of their child's latest test scores (according to the CELDT test) along with a descriptor of their necessary placement in the English Language Course. These notifications are made within 30 days of the school year start date.
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;	Students are placed into an English Language Development course based on their language needs for a minimum of 30 minutes of daily instruction by a CLAD certified instructor. The methods of instruction that are being used to support all levels of learners include: • SDAIE strategies • Explicit Direct Instruction • Differentiated Instruction • Kagan Cooperative Learning Structures
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	Each student will be placed into a classroom that provides instruction designed for their specific needs based on their performance on the CELDT test. Appropriate instructional materials and curriculum will be used to meet their specific needs.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	The ELD Instructor will follow the CA English Language Development Standards and align the curriculum to meet the standards that are necessary for students to be on the correct academic path to meet grade promotions, graduation requirements, and the college requirements listed in the A-G college entrance requirements.
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;	The district will follow the requirements outlined by the California Department of Education Reclassification process in order to re-designate or transition English language learners. Ongoing monitoring will be conducted in order to counsel students on setting and meeting academic goals. Interventions for areas of growth will also be recommended.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Each child's Individual Educational Plan (IEP) will be adhered to according to their specific language learning needs and differentiated instructional support. The child's placement will be based on their CELDT scores and their instruction will be met through a Special Day Class or placement within a regular education classroom with support from Resource Specialist Teachers (RSP) and/or trained instructional aides.
h. information pertaining to parental rights that includes written guidance detailing -	

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
i. the right that parents have to have their child immediately removed from such program upon their request; and	Parents/guardians are informed of their right to immediately remove their child from such a program upon their request in letters that are sent home notifying them of their child's placement. Waivers are available upon request and guidelines will be followed according to California Department of Education requirements.
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;	Parents are informed at the time of enrollment, when filling out the Home Language Survey, of how their child/ren will be placed into an English Learner Program and notified of any other programs that are 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.	If more than one English Learner Program is available for parents to choose from, the site administration or enrollment coordinator will discuss the student's best course of action for their academic needs.

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.

Letters are sent home to parents/guardians for students that were enrolled in our district the previous year within the 30 day requirement period after the beginning of the school year. Parents/guardians of students that enroll after the beginning of the school year are notified of their child's placement in an English Language Learner course or period of core ELD instruction within two weeks of their placement.

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.

Letters are sent home to parents/guardians within the 30 day requirement to inform them that the district did not meet the targets for AMAO 1, AMAO 2 or AMAO 3. More information on the educational programs that are being used to help English learners become English proficient and meet academic goals is available upon request.

Performance Goal 2 (continued):
Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

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

1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Check if Yes:** X **If yes, describe:** Parent outreach and training activities are provided across the district in a variety of ways. Corcoran Unified School District provides: • Literacy Nights for grades PreK - 5 • Parent Workshops to address educational support needs at multiple sites • Family Leadership & Parent Partners Training • Read Across America • Sites purchase varieties of reading materials for students and instructional support for parents.
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Check if Yes:** X **If yes, describe:** Support for personnel and instructional aides include training in CELDT, the use of Thinking Maps to differentiate instruction, career day awareness for middle school, academic and college/career counseling at the high school, and ELD instructional strategies are addressed during our site's professional development time.
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Check if Yes:** X **If yes, describe:** Academic support through the following programs aide in the instruction of our immigrant children and youth: • Academic Enrichment Classes • After school tutoring • Peer to peer tutoring • Intervention Classes/Credit Recovery • Intensive Intervention for non-English speakers with the Rosetta Stone Program • ESL Reading Smart • Ascend Math.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Check if Yes:** X **If yes, describe:** Non-fiction supplemental reading materials will be purchased and distributed to immigrant children: Title III: Immigrant $2,500.00 Character Counts supplemental curriculum and instruction: Title III: Immigrant $1,500.00 *See attached page for complete 2015-2016 Title III Immigrant Budget
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Check if Yes:** X **If yes, describe:** CUSD will purchase academic, vocabulary, and spelling workbooks for supplemental use to support the acquisition of immigrant student's language skills. Title III: Immigrant $750.00 Additional classroom supplies (backpacks with additional supplies) Title III: Immigrant $2,000.00 *See attached page for complete 2015-2016 Title III Immigrant Budget
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Check if Yes:** X **If yes, describe:** Upon enrollment, parents of immigrant students will be provided with ongoing information/classes regarding our educational system in order to be academically successful. Materials and supplies for classes including civics education: Title III: Immigrant $1004.00 *See attached page for complete 2015-2016 Title III Immigrant Budget
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Check if Yes:** X **If yes, describe:** The Migrant Program is operated in the Corcoran Unified School District through the Kings County Office of Education. College of the Sequoias and West Hills College send counselors to meet with high school students to inform them of academic and career technical services available at their campuses. Community Contacts at each school site and the District Parent Liaison are available to help parents of immigrant students with information regarding the comprehensive community services that are offered.

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]

The district sends out end of year surveys to assess the needs of all staff. Professional development was the focus of their needs and provided to staff at the beginning of the school year and throughout the year as needed. Professional development was and is being provided in the following areas:

- Common Core State Standards in English, Math, and English Language Development
- Pacing of core lessons and embedding rigor
- Checking for understanding and checking for mastery throughout each lesson, analyzing data and re-teaching lessons as needed
- Strategies to effectively develop standards-based lessons which are taught using good first teaching
- CELDT training including strategies that target each specific language development level.

Strengths	Needs
• Each school site in our district has academic/instructional/technology coaches who have been trained in the most recent research-based best practices for instructional delivery who provide ongoing professional development which targets specific teacher needs. • SBE adopted and standards-aligned curriculum and Professional Development (PD) is provided for each teacher. • 98% of teachers are highly qualified with the remaining teachers on track to become highly qualified within specified timelines. • 96% of teachers have completed training in the implementation of Specially Designed Academic Instruction in English (SDAIE) teaching methods. • All site principals participate in weekly Professional Learning Communities (PLC) on their campus, with their staff, which focus on program effectiveness and student academic achievement. • Special Education Teachers participate in Special Education Area Local Plan (SELPA) trainings. • All sites are participating in CATAPULT academic trainings for teachers and administrators.	• Observational data indicated that the pace of core lessons was often slow and lacked rigor. • Some teachers were not checking for understanding nor checking for mastery throughout the lesson. • Material was being presented to students rather than teachers thoroughly teaching the adopted curriculum. • Teachers need guidance on creating standards-based lesson plans that are aligned to the Common Core State Standards. • Teachers need support on how to effectively develop and teach lessons using effective first best-instruction . • Provide more professional development on analyzing student data to increase student engagement and achievement. • Refine the use of the Cycle of Inquiry and incorporate DataWise steps and strategies into daily instruction. • Continue to provide additional training on strategies to use with English learners to help them access and become proficient in grade-level standards. • Continue to provide training on CELDT levels and instructional environments that specifically target each student's specific language development need. • ELA/ELD Common Core State Standards: integrating of both into lesson design and providing instruction that meet these requirements allowing all students access to the core curriculum.

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

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
The district will conduct yearly Professional Development needs assessments of teachers in order to provide training that meet Common Core State Standards' challenging academic content standards. The target of the assessments will focus on student academic achievement in meeting these standards. All curriculum and instructional programs at each site are tied to the standards. Professional Development directly focuses on how teachers can provide appropriate instruction to allow students to become proficient in all areas of state required standards.	Superintendent, Director of Curriculum and Instruction, Principals, Academic Literacy Coaches - yearly	Stipends for Academic Literacy Coaches	$20,000.00	General Fund
All schools will use state adopted standards and aligned supplemental instructional materials that support instruction. Professional Development will continue to be provided to administrators, teachers and support staff at each school site.				
Professional Development is offered based on staff needs and strengths in relation to student achievement results. Utilizing Academic Technology and Literacy Coaches will provide teachers with targeted onsite professional development to improve delivery of standards-based instruction.

Annual Professional Development trainings will be provided for all staff focusing on improving instruction and program delivery of standards-based instruction. | District Academic Technology Coaches and Literacy Coaches - ongoing | Salaries, benefits and stipends | See Part II: Goal 1 - Reading: Planned Improvements- Goal 1 Literacy Coaches; Goal 5 District Academic Technology Coaches | Title I Funds; General Funds |
| Professional Development will be provided for teachers of English language learners focusing the needs of specific targeted students. | | | | |
| 2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: | | | | |

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
District academic personnel, along with principals from each school site, will work with KCOE and TCOE as well as review research on professional development activities that assist teachers in ensuring that all students will meet or exceed Common Core State Standards. Special attention will be given to topics and formats that have the greatest positive effect on teachers to accelerate the learning of students in the lowest performing groups. Successful teachers along with Academic Literacy Coaches will serve as models and provide assistance for teachers that need additional help in improving the academic achievement of their students. Professional Development activities will be based on state adopted materials resulting in research-based curriculum being taught by all staff. Areas of need will be based on interim assessment data, a research-based improvement strategy. The Curriculum Committee and Professional Development Committee will review research on Professional Development activities to assist CUSD schools in providing instruction which allows all students to meet or exceed Common Core State Standards.	Principals, Academic Literacy Coaches, Teachers, Academic Technology Coaches - ongoing	Stipends for coaches	$4000.00/Academic Literacy Coach	General Fund & Title I
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: In designing professional development activities, district academic personnel and principals will concentrate on the degree to which the professional development activities address the focus on how students are meeting or exceeding Common Core State Standards as they work toward proficiency as assessed using formative assessments, the cohesiveness of classroom instruction to the professional development being provided, and the strengths and needs of staff as it relates to the student population of each classroom including English learners and students with disabilities. All activities will focus on eliminating the achievement gap that separates low-income and minority students from other students. The Superintendent and Director of Curriculum and Instruction will assist site principals in designing Professional Development based on data analysis.	Principals, Director of Curriculum and Instruction Academic Literacy Coaches - ongoing	Professional Development Trainings	$112,750	Title II & General Fund
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:				

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	CUSD Professional Development Plan coordinates teaching and learning activities to enhance high-quality instructional delivery while eliminating possibilities of duplication. PD will focus on increasing reading and mathematics proficiency for students along with providing training on how to increase educational technology skills for every instructional team member.	Principals, Director of Curriculum and Instruction, Academic Literacy Coaches, Academic Technology Coaches - ongoing			
	The Professional Development Committee will coordinate training to ensure that all PD activities that are required by all federal, state and local programs are being met.				
	Training will be provided in effective use of educational technology and improving the understanding and knowledge of teachers and administrators with Response to Intervention (RTI) and supplemental instruction.				
	Effective instructional strategies will be provided on the use of state and local assessment to inform instruction.				
	Training on the use of behavior modifications in classroom settings will be provided to all staff to ensure a positive classroom environment where learning can occur.				
	The LEA will continue to monitor and provide professional development to teachers in accordance with their specific needs. These professional development activities are coordinated to address staff needs in assisting all students to meet or exceed Common Core State Standards.				
	Activities have and will continue to help teachers integrate standards-based curriculum; improve instructional practices; assess, understand and teach to their students' strengths and areas of need.				
	Teachers will continue to receive professional development in classroom management, standards-based instruction, monitoring and checking for understanding throughout each lesson, and assess student learning for opportunities to re-teach lessons for student proficiency. Professional development will occur at both the site and district level.				
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:				
	Teachers are being provided professional development on the most effective use of their collaboration time during weekly Professional Development Collaboration (PLC) meetings weekly .	Director of Curriculum and Instructionl, Principals, teachers - ongoing			
	Professional Development Collaboration meetings (PLC's) will focus on the use of local and state assessment results, instructional standards, review of student work and instructional best practices.				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teachers and administrators will continue to monitor student assessments on a regular monthly basis. This information helps teachers adjust their teaching and re-teaching to ensure students are proficient in the Common Core State Standards that is being taught, with emphasis on struggling students that need additional help and support.				
Principals and district office academic support personnel will participate in all Professional Development that is provided district-wide. Site PLC's will focus on the specific needs of the students and teachers at their sites in conjunction with the district's focus for PLC's.				
Director of Curriculum and Instruction and principals will monitor outcomes of all trainings to determine effectiveness and future need.				
Professional Development activities will be provided for all teachers, paraprofessionals and administrators with focus on individual or site needs. These PD activities will include: • Classroom management • Technology training to enhance core and supplemental instruction • English Learner Development Standards with integration and relationship to Common Core State Standards • Kagan Professional Development Strategies • School City Assessment Data • Aeries Attendance Data Systems • ParentLink introduction and training • Catapult training • Explicit Direct Instruction • New Common Core State Standards planning.				
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
The Technology Committee will meet regularly to develop and review Corcoran Unified School District's Technology Plan. The CUSD Technology Plan details specific guidelines for teachers and staff who are being trained to ensure that technology is being used daily in all classrooms to enhance the academic delivery of lessons that will help increase student proficiencies.	Principals, Teachers, Technology Support Staff - ongoing			

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Technical Support Staff and Academic Technology Coaches will provide teachers with support and training in the use of programs and equipment related to instruction.				
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.):				
	Administration, Technical Support Staff and District Academic Technology Coaches will provide support for schools in selecting, training and implementing technology to increase student achievement. All staff will receive training on student information systems and data portal to help with targeted instruction.	All certificated staff/annually	Stipends for trainers	$4,000.00 for each trainer	Title II, Part D
	The Technology Committee will evaluate feedback from annual surveys of teachers, staff and administrators at the end of each school year and adjustments will be made accordingly to meet the needs of students and staff.				
	Director of Curriculum and Instruction will work directly with District Academic Technology Coaches to support and enhance the ongoing professional development activities in technology for teachers and staff.				
	The district will continue to upgrade and replace teacher and student computers on an as-needed basis.	Technology Support Staff - yearly	Middle School replacement of technology	$300,000.00	General Fund
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:				
	Comprehensive needs assessment surveys were administered via online surveys for staff, teachers and students to help with the collaboration and implementation of the plan.	Administration, site principals, teachers, staff, and students. SSC,ELAC DELAC members - ongoing			
	School Site Councils, English Learner Advisory Committees and District English Learner Advisory Committees were given surveys. Their input was combined with the needs assessments of other stake holders.				
	Administration and site principals reviewed the results and compiled information to be used to discuss the areas of specific student needs.				

	Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Professional development activities were reviewed by CUSD Curriculum Committee. Plans for professional development will be coordinated to reflect teacher needs to ensure all staff receive appropriate training.				
	School Site Councils will help determine some professional development activities based on funds allocated to their sites.				
	Site principals meet with teachers and staff annually to review individual professional development needs.				
9.	How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. Professional development activities in Response to Intervention (RTI) and Good First Teaching will be provided for all teachers and administrators to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, and students with limited English proficiency. Reading and math coaches along with intervention teachers will work at all sites to assist schools in the use of assessments and data to inform instruction and other site-specific professional development. All staff will participate in Positive Behavior Intervention and Support (PBIS) training at their sites to improve student academic learning environments. PLC weekly site specific meetings will focus on student work and assessment results to address the needs of individual students. Each site has activities that are specifically targeting parents/guardians involvement in their child's learning. All sites offer Back to School Nights, Literacy Nights, Parent Volunteer Training, Open House, parent trainings on how to help parents work with their children at home, and other parent trainings, according to parent need, to provide additional support for their child's literacy skills.	Teachers, Principals - ongoing			
10.	How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
CUSD has entered into a partnership with the Kings County Office of Education to provide course work, certification and test preparation to meet the requirements of Section 1119.	Superintendent, teachers - ongoing yearly	Contract with Kings County Office of Education	$70,000.00	General Fund

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
In an attempt to change the learning environment and the social climate throughout the schools in our district, the following programs have been implemented in varying degrees: • Rachel's Challenge • Capturing Kids Hearts • Positive Behavior Intervention & Supports (PBIS) • Drug Abuse Resistance Education Program (DARE) • English Learner Student Voice Group.	All of the programs listed in the strengths section are providing students with the support they need physically, socially, emotionally, intellectually and psychologically in positive school environment that are conducive to learning. CUSD would like to continue these programs in order to reach full implementation for new staff and new students that enroll in our district. Each site's goal is to continue to improve student attendance, work with families that have mobility issues, and look for additional ways to support positive student behavior.

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
Activities that support environments conducive to learning include: • Academic Honor Roll Awards Assemblies • Perfect Attendance Awards • Character Counts Assemblies • Positive Behavior Interventions and Support Assemblies • And other site specific incentives and rewards. *Strategies to address students' barriers include the use of onsite counselors to aid in conflict resolutions, and a district mental health counselor. ** LEA Code of Conduct is in attachments at the end of this LEA Plan.

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

Strengths	Needs
Staff has been hired to provide assistance with the implementation of programs designed to address the specific needs of our schools in regard to violence, alcohol, tobacco, and drug use.	• CUDS would like additional counselors to work with students that are exhibiting these risk factors and continue support for those that are making positive life choices. • Preventive educational programs that directly address drug and alcohol usage among our students. • increase assemblies and/or bring in guest speakers who will motivate students to make better life choices.

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: 2013-2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th: 2% 7th: 6%	5th: 3% 7th: 5%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th: 9% 9th: 8% 11th: 15%	7th: 3% 9th: 5% 11th: 5%
The percentage of students that have used marijuana will **decrease** biennially by:	5th: 5% 7th: 50%	5th: 1% 7th: 10%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th: 9% 9th: 20% 11th: 26%	7th: 3% 9th: 10% 11th: 10%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th: 5% 9th: 16% 11th: 20%	7th: 2% 9th: 5% 11th: 5%
The percentage of students that feel very safe at school will **increase** biennially by:	5th: 36% 7th: 17% 9th: 16% 11th: 18%	5th: 10% 7th: 10% 9th: 10% 11th: 10%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th: 25% 9th: 16% 11th: 7%	7th: 10% 9th: 7% 11th: 4%

Truancy Performance Indicator	Most recent date: 2013-2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by 5 % from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and	43.3%	5%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2013-2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: 48% 7th: 32% 9th: 25% 11th: 30%	5th: 10% 7th: 10% 9th: 10% 11th: 10%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: 43% 7th: 49% 9th: 47% 11th: 44%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: 34% 7th: 12% 9th: 8% 11th: 16%	5th: 10% 7th: 10% 9th: 10% 11th: 10%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: 68% 7th: 41% 9th: 36% 11th: 40%	5th: 5% 7th: 5% 9th: 5% 11th: 5%

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 1. Two part-time campus security personnel have been hired for the middle and high school campuses to provide students and staff with a safe and secure environment. 2. School Innovations and Achievements A2A Attendance Program has been implemented on all sites to increase students attendance. 3. Positive Behavior Interventions Supports and(PBIS) programs have been implemented and are continuing at each site. This has drastically reduced the number of site suspensions and expulsions. (Process to Collect Data)	Performance Indicator Goal	Baseline Data
1. Sites will measure the degree of security on the two campuses by comparing the number of suspensions and expulsions last year to this school year. 2. Attendance reports from all sites are sent to the district and monitored for increased improvement of student attendance. 3. Suspensions and expulsions at each site are reported to the district and are continuously monitored throughout the school year.	1. Campus security will reflect a 5% decrease in the number of behavioral incidents on each campus. 2. Attendance rates will increase 1% each year as measured by end of year attendance reports. 3. Suspension and expulsion rate will decrease by 2% each year as measured by the end of year data reports that are compiled at the district office.	1. Behavioral incidents baseline data will begin with the 2014-2015 end of school yearly reports to the district from each site. 2. Attendance reports baseline data will begin with the 2014-15 school year. 3. Baseline data will begin with 2014-2015 school year suspension and expulsion rates.

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

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

Program 1	
Science Based Program Name:	Child Development Project/Caring School Community
Program ATODV Focus:	ADVY
Target Grade Levels:	K-5
Target Population Size:	1,660
Purchase Date:	July 1, 2015
Staff Training Date:	August 11-13, 2015
Start Date:	August 17, 2015
Program 2	
Science Based Program Name:	Biotin's Life Skills Training
Program ATODV Focus:	ATDV
Target Grade Levels:	6-8

Target Population Size:	710
Purchase Date:	July 1, 2015
Staff Training Date:	August 11-13, 2015
Start Date:	August 17, 2015
Program 3	
Science Based Program Name:	PROJECT TOWARD NO DRUG ABUSE
Program ATODV Focus:	ATDV
Target Grade Levels:	9-12
Target Population Size:	900
Purchase Date:	July 1, 2015
Staff Training Date:	August 11-13, 2015
Start Date:	August 17, 2015

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

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

	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATDV	K-12
X	Conflict Mediation/Resolution	V	6-12
X	Early Intervention and Counseling	ADV	K-8
X	Environmental Strategies	ATDVY	K-12
X	Family and Community Collaboration	ATDV	K-12
X	Media Literacy and Advocacy	Y	K-12
	Mentoring		
X	Peer - Helping and Peer Leaders	Y	6-12
X	Positive Alternatives	ATDV	K-12
X	School Policies	ADTV	K-12
	Service - Learning/Community Service		
X	Student Assistance Programs	ATDV	K-12
X	Tobacco - Use Cessation	T	K-5
X	Youth Development Caring Schools Caring Classrooms	Y	K-12
X	Other Activities	ADTVY (Positive Behavior Intervention & Support {PBIS}, Character Counts, Rachel's Challenge, Capturing Kids Hearts, Counselors, Peer Tutoring, Kings County Mental Health and Counseling, DARE, Academic Enrichment Classes, Credit Recovery Program Response to Intervention for academics through Intervention Classes, English as a Second Language Reading Smart and Ascend Math computer based programs.	K-12

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

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

Program 1	
Promising Program Name:	Peer Assistance and Leadership
Program ATODV Focus:	D & V
Target Grade Levels:	9-12
Target Population Size:	900
Purchase Date:	July 1, 2015
Staff Training Date:	August 14, 2015
Start Date:	August 17, 2015
Program 2	
Promising Program Name:	Peace Builders
Program ATODV Focus:	V
Target Grade Levels:	K-8
Target Population Size:	2300
Purchase Date:	July 1, 2015
Staff Training Date:	August 14, 2015
Start Date:	August 17, 2015
Program 3	
Promising Program Name:	School Transitional Environment Program
Program ATODV Focus:	DVY
Target Grade Levels:	9-12
Target Population Size:	900
Purchase Date:	July 1, 2015
Staff Training Date:	August 19, 2015
Start Date:	August 24, 2015

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.

CUSD uses the Annual Healthy Kids Surveys data to provide the district with the information needed to specifically address the needs of each site, the district and community as a whole. Over the past several years Corcoran Unified School District has dealt with alcohol, tobacco, drug and violence infractions which usually include fighting and many are gang related issues that carry over into the school sites. Most of the violence infractions happen at the middle and high school level. The Positive Behavioral Interventions and Supports (PBIS) programs meet the comprehensive educational needs of the district.

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.

Annual Healthy Kids Surveys will be completed by students. Additional information is provided by parents/guardians through our School Site Council, English Learner Advisory Committee and District English Learner Advisory Committees. Input from all staff and community members are welcome. The results of the surveys are compiled and reviewed with principals and district administrators. Site principals will evaluate the results and identify the areas that need more intensive training and develop plans for their sites to address those areas. PBIS educational materials or a change in strategies may be required to meet the needs of all students .

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.

Upon completion of the Annual Healthy Kids Survey principals will collectively prepare a letter to be sent to each family in the district. The notice will contain an explanation of the gaol and purpose of the study, areas of improvement and any progress that we may have made in each area including alcohol, tobacco, drugs, and violence. The notice will also explain the measures that will be taken to address areas of improvement for the upcoming school year. Information will also be given out through reports to the school board, School Site Council meetings, English Learner Advisory Committee meetings, District English Learner Advisory Committee meetings, Migrant and other parent meetings. All district TUPE funds are referred to Kings County Office of Education which provides support for the district.

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 middle school and high school have been the locations where most drug and violence infractions occur. SDFSC funds have been directed primarily to those schools to help them provide a School Police Resource Officer on site along with a drug detection dog searches to deter students from carrying drugs and firearms to school. This has proved to be an effective use of these funds.

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.

School Safety and Violence Prevention Act funds are added to the SDFSC funds to pay for materials for staff training and to provide School Safety Activities through Law Enforcement Partnerships. SDFSC funds have been directed primarily to those schools to help them provide a School Police Resource Officer on site along with a drug detection dog searches to deter students from carrying drugs and firearms to school. This has proved to be an effective use of these funds. above are the two alcohol, tobacco, other drug and violence prevention funding sources for the district.

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 notified regarding the safety and drug free status of schools through notices and School Accountability Report Cards at each site. This information is also disseminated at SSC, ELAC, and DELAC parent/guardian meetings with input requested from all attendees. Parent input and suggestions help guide sites and determine their next steps.

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.

Corcoran Unified School District has joined other schools in Kings County in a consortium administered by the county to gain greater benefit from the TUPE funds. Pregnant and parenting minors are provided services through the County Health Department and the Cal-Learn program. These services are provided to pregnant and minor parents in the county seat which is twenty miles away from Corcoran.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

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

Position/Title	Full Time Equivalent
None: Funds go to the Kings County Office of Education	N/A

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

Planned Improvements: High School Graduation Rates, Dropouts, and AP
This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.
1. In the Spring of each school year, all 8th grade students complete a four-year academic plan when they enroll for 9th grade. After the initial meeting for enrollment in high school, students meet with their assigned Learning Director 3-4 times a year or more, depending on student needs, who councils them in the following areas:
- Helps students choose class courses.
- Set goals for the year and the following three years until they graduate.
- Review both current year's course credits and credits students need to graduate.
- Help set up interventions and tutoring opportunities for students at-risk of falling behind in their classes.
- Help students plan for college and career readiness.
2. Parents and students are notified of the high school graduation requirements at initial enrollment meetings and throughout the year as needed.
3. Parents receive a High School Guidance Handbook with detailed information of all aspects of the student's high school years including attendance requirements, academic requirements and discipline.
4. Learning Directors are assigned to all students and they schedule annual meetings to assess progress as well as follow students' quarterly progress to intervene when a student is failing.
5. Quarterly academic reports are sent to parents and conferences are scheduled as needed.
6. Parent/guardian are provide with constant communication via email, phone calls home, and online data that is open to them to view any time of the day or night. The CUSD Parent Portal allows parents to see their chidl/ren grades, attendance, interventions available and other pertinent information to help keep students in school and succeeding.

5.1 (High School Graduates)	
Activities/Actions	• Conferences and meetings are held with students and parents to discuss career and college planning, goal setting, credit recovery and tutoring opportunities. • Continued monitoring of student data through a variety of local and state assessments. • Increased student participation in leadership training that emphasizes self-empowerment and responsibility. • Provide professional development for counselors and administration with focus on transcript evaluation and any changes to graduation requirements. • Provide online credit recovery program to assist students in obtaining the maximum amount of credits to graduate. • Increase concurrent community college courses for students. • Continue to provide information and guidance for students focused on college and career readiness. • Continue to monitor student progress through student study teams at each school site to ensure students are receiving academic support to graduate or provide alternative avenues to graduate.
Students Served	All students
Timeline/ Person(s) Involved	Counselor, parents and students at enrollment conference prior to each start of the school year, Learning Directors, Administration
Benchmarks/ Evaluation	Increase in graduation rate by 2%
Funding Source	General Fund
5.2 (Dropouts)	

Activities/Actions	• Increase parent communication with the use of ParentLink, which calls parents twice a day to inform them of students' attendance, areas of concern, and availability of counselors and other interventions for students at-risk.
	• Attendance letters are being sent home regularly notifying parents of students' attendance.
	• Mandatory parent conferences with school administrators for students that are at risk of not meeting attendance requirements for the district.
	• Counselors and teachers use Dashboard to monitor student attendance, grades, and discipline to provide interventions prior to students being at-risk of becoming a dropout.
	• Credit recovery programs are available to all students that do not pass a course to allow students to stay on track of graduating.
	• Students that stop attending school are referred to Local School Attendance Review Board (SARB) hearings, which then go to the County SARB hearings and referred to court if non-attendance continues to be an issue. Parents have been fined and can face possible jail time for not following through with SARB contracts and court orders.
Students Served	All students
Timeline/ Person(s) Involved	On site Counselors and Learning Directors, Administrators, District Office Attendance Analyst
Benchmarks/ Evaluation	Dropout rates will decrease by 1% as monitored by end of year district dropout rates.
Funding Source	General Fund

5.3 (Advanced Placement)	
Activities/Actions	We have open enrollment for the Advanced Placement (AP) classes. Students/parents read/sign an AP contract. Our Learning Directors' advertise the classes via email, conferences, and presentations. Teachers also recruit students for Advanced Placement classes.
Students Served	All students
Timeline/ Person(s) Involved	Counselors, Learning Directors and Administrators will conference with students, parents/guardians in the Spring of each school year to develop next year's courses and review student placement into Advanced Placement classes.
Benchmarks/ Evaluation	The number of students enrolled in AP classes will increase by 5% annually as measured by the total number of students enrolled and completing courses at the end of each school year.
Funding Source	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.

Corcoran Unified School District (CUSD) identifies schools eligible for Title I funding by the number of students that are eligible for Free/Reduced Lunch Programs.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	• The LEA distributes Free/Reduced Price Lunch applications to all households, annually and to enrollees as they register for school each year. • Families are encouraged to complete and return all applications to school. • CUSD identifies schools eligible for Title I funding by the number of children eligible for Free/Reduced Price Lunch programs.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	• CUSD provides Title I funds for all schools with a rate of 75% or above poverty level. • The total number of students at each site that are eligible for free/reduced priced meals is divided into the district's total enrollment to determine the sites percentage of funding.

Additional Mandatory Title I Descriptions

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

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

For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt.
For Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp.
Corcoran Unified School District develops plans and activities designed to improve student achievement after a comprehensive needs assessment from all schools. Though plans are varied and based on individual school needs, all provide opportunities for children to meet the state's proficient level as measured the state and local assessments. Strategies used to improve student learning are based on research that demonstrates effectiveness in strengthening the core academic program in each school. Many activities funded and supported by schooled Title I funding provide increased quality of learning time through extended day programs. All activities are focused, after careful data analysis, at meeting the educational needs of underserved populations and closing the traditional achievement gaps that exist between more advantaged and less advantaged students.

Some of our schools have demonstrated a specify need for counseling and/or health services in addition to the district's base program. Preschool to PreK to Kindergarten transition goals are addressed at our Preschool to First Grade campus with activities specifically designed to help with site and grade level transitions. Parent education classes, parenting leadership classes, family interventions, parent involvement and other referral activities help provide needed support to families along with increasings students' success in achieving academic proficiency.

Curriculum development focuses on the improvement of core instruction while increasing the qualifications and knowledge base of our teaching staff. Particular attention is paid to address strategies and possible needed certification to effectively teach English learners. Additional professional development activities target the district's goal to maintain highly qualified teaching staff.

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

LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
• Effective methods and instructional strategies based on scientifically-based research.
• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
• Instruction by highly qualified teachers and strategies to attract and keep such teachers.
• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
• Strategies to increase parental involvement.
• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
• Timely and effective additional assistance to students who experience difficulty mastering state standards.

the areas of English Language Arts and Math, English Language Development, and Technology to provide scientifically research based professional development to staff through the use of Explicit Direct Instruction and other academic strategies for use in the classroom. Kings County Office of Education and Tulare County Office of Education both provide additional professional development strategies for immediate teacher implementation.

• School sites offer after school tutoring through the Recreation Association of Corcoran(RAC), Credit Recovery and Supplemental Educational Services Providers (SES). The district offers summer school sessions using Credit Recovery and SES summer school providers to eligible students.

• Teachers have received professional development training at the start of the school year and throughout the school year in:
* Positive Classroom Management
* English Language Development Training
* Collaborative Learning using Kagan Strategies
* Explicit Direct Instruction
* District and Site Instructional Rounds
* Using Professional Learning Communities to collaborate on effective methods to monitor and adjust their teaching according to student needs as they move toward proficiency.

• The district, through the Kings County Office of Education, provides additional professional development for teachers that are working on meeting Highly Qualified Teacher requirements.

• School Site Councils, English Learner Advisory Committees and the District English Learner Advisory Committees meet a minimum of 5 times per year. These committees discuss all aspects of student learning and provide input for school sites and the district to allow changes to be implemented to foster increasing student proficiency in all core academic areas.

• Sites provide weekly late start or early release Professional Learning Community meetings with focus on professional development and increasing student learning. This professional development is provided by the Principals, Academic Literacy Coaches and Academic Technology Coaches at each school site.

• The district has hired a Parent Liaison to work with parents and the community to increase parent involvement. Each site also has a Community Contact that work directly with parents and the schools to ensure positive communication between all parties and provide an inviting open door policy.

• School sites meet with Preschool staff and parents to explain how the Kindergarten Roundup process works and offers transition ideas that allow incoming students a safe and stress free environment.

• Parent Orientations are offered at each site at the beginning of the school year.

• Back to School Nights and Meet 'n' Greet Information Nights are also regularly incorporated into school climates to give parents and students the opportunity to feel safe and welcome.

• The district prioritizes its Title I students based on assessment data. We then contract with Supplemental Educational Service (SES) providers to work with eligible low performing students to help them in mastering the standards in English language arts and mathematics.

Targeted Assistance Programs (TAS) - Student Identification	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Corcoran Unified School District is not a Targeted Assistance Program district.

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

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Corcoran Unified School District is not a Targeted Assistance Program district.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The 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.	

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."

Corcoran Unified School District (CUSD) offers all students the option to transfer to another public school, including a public charter school, that is within our LEA and that is not in PI or is not persistently dangerous. Students who exercise their right to attend another school under the school choice provision are given the option to continue to attend that school until they complete the highest grade of that school, even if the student's home school is not longer in PI, corrective action, or restructuring. CUSD offers paid transportation to students to and from the school of choice. Supplemental Educational Services are also provided to students that choose to participate in public school of choice.

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The district sends out a letter to all parents/guardians, annually, in each student's enrollment packet, notifying them of their child's school identification as a Program Improvement (PI) school. The PI letter to parents implements all requirements set by the State and includes an explanation of what Program Improvement (PI) means, the reason(s) the school was identified as PI, what the district is doing to help the school and how the parents can get involved in helping increase student achievement, as well as an explanation of parent options including "school choice" and supplemental educational services that will be provided for their child(ren). All of this information in also available on the district's webpage.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The district uses its required percentage of set-aside funds for Title I to provide supplemental educational services for eligible students. If the request for SES exceed this amount, qualifying students are given priority based on their assessment across with services given to the lowest performing students first.

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."

District staff will be provided with professional development opportunities and support to assist them with the implementation of high quality educational programs that meet student needs:

• Programs will be aligned with Common Core State Standards and district-wide initiatives; make use of research-based effective instructional practices and improvement strategies; and incorporate technology as a key component of teaching, learning, and assessment.

• Provide all administrators with professional development based on the standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.

• Provide parent informational and/or training sessions on the Common Core State Standards, student achievement, and how achievement is measured.

• Seek and offer community engagement activities including parent institutes such as, School Site Council Workshops, Parent Involvement Workshops and other meetings based on parent-generated topics, DELAC, ELAC and other interested groups.

• Implement and regularly utilize electronic communication systems (such as ParentLink (Blackboard), CUSD Portal or other applications) to allow for increased communication between parents and teachers and make use of local media outlets to improve communication with the community at large.

Highly Qualified Teachers

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	• The Corcoran Unified School District provides support for all new teachers through the Beginning Teacher Support and Assessment Program (BTSA) in conjunction with the Kings County Office of Education. • All teachers are supported throughout the district with on-going professional development through Professional Learning Community (PLC's) meetings on Wednesday's late-start or early out release time. • Teachers are provided various staff development opportunities throughout the school year incorporating training from Academic Technology Coaches, Literacy Coaches, Resource Teachers and site administrators. • The district provides scheduled trainings each year to help support the needs of teachers allowing them the opportunity to become proficient and highly qualified. • The district has a teacher recruitment plan and strategic actions in place to ensure that highly qualified teachers are hired and retained.
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 Corcoran Unified School District has a formal communication plan that is revised yearly to encourage parental involvement. • The district coordinates its parent outreach program through the use of ParentLink (Blackboard). ParentLink (Blackboard) directly calls, texts or emails parents and informs them of their child's attendance, academics, discipline and all school and district events. • Parents/guardians are encouraged to volunteer in their child's classroom or help out at school. • Parent training classes are provided at each site to teach parents what to do in a classroom setting and how to work with students in a positive way. • The District Parent Liaison is available to help and support all parents and encourage them to get involved in their child's school and education. • Parent training classes are offered each year for parents and the community to help them learn how to work with their children at home, the nutritional needs of children, yearly academic and graduation requirements, fingerprinting and Life Scan requirements to become a volunteer, and any other information that parents need to become involved in their child's education. • Each school site is required to include in their Single Plan for Student Achievement (SPSA) a formal Parent Involvement Plan that is site specific. • Parents are recognized for volunteering at their child's school and becoming an integral part of their 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.

Bret Harte Elementary is the only PreK, Kindergarten and First grade school in the Corcoran Unified School District. The staff and administration of this school meet and coordinate with the various preschool educational services in our district to ensure program effectiveness and eliminate duplication of services. The district operates a preschool on the Bret Harte campus. Parents also have the opportunity to enroll their child/ren in an outside agency preschool that is located at the Recreation Association of Corcoran (RAC). Head Start and other service agencies keep us informed of the students they service and provide us information when students are ready to enroll in CUSD. We all work together to provide the best possible education for all of our students.

Increased Program Effectiveness	
Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	• Preschool age children, who are from income eligible families, are given readiness for school training opportunities through the district operated state preschool. • Students that do not meet the income eligibility requirements for the district operated preschool are encouraged to apply for other preschool opportunities in the community including a low-cost preschool on the same district operated preschool campus along with other classes being offered at the recreational center in town. These programs feed into the Corcoran Unified School District Pre-K and Kindergarten Programs. • Pre-K and Kindergarten Roundup meetings are provided for parents/guardians to help coordinate and integrate services. • Children who are English learners are provided daily instruction in English language development by trained and qualified teachers that specifically target the needs of each student. • Children with disabilities are provided educational services that directly incorporate their Individual Learning Plans (ILP's) into their daily core instruction by their teachers and with additional support from Resource Specialists and specially trained paraprofessionals. • The district has a small population of immigrant children which receive Migrant education through the Tulare County Office Migrant Education Program Region VIII. • There are no duplication of services in any of these programs. All programs are coordinated and integrated to ensure increased program effectiveness.

Part III

Assurances and Attachments

Assurances

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

General Assurances

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
    a. Strategies for using technology to improve academic achievement and teacher effectiveness.
    b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
    h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
    j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    k. Collaboration with adult literacy service providers.
    l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
    m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

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

Richard Merlo		
Printed or typed name of Superintendent	Date	Signature of Superintendent

Local Educational Agency Plan
Corcoran Joint Unified School District: Local Control and Accountability Plan

Apppendix 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 Websites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

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

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

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

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

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

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

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

Local Educational Agency Plan
Corcoran Joint Unified School District: Local Control and Accountability Plan

Appendix C
(School-Based Programs)

Science-Based Programs
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp E: Getting Results: http://www.gettingresults.org/

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

Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	**Grade**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
	Intended program outcomes and target grade levels. **See research for proven effectiveness**						
Name	**Target Population**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

Appendix D

Research-based Activities (4115 (a)(1)(C))
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

Appendix E
(Promising or Favorable Programs)

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2015-15**
Number of Annual Testers	761	779	
Percent with Prior Year Data	99.9	91.8	
Number in Cohort	760	715	
Number Met	364	352	
Percent Met	47.9	49.2	
NCLB Target	57.5	59.0	59.0
Met Target	**No**	**No**	

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2015-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	547	359	532	385		
Number Met	95	146	87	141		
Percent Met	17.4	40.7	16.4	36.6		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	**No**	**No**	**No**	**No**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2015-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K			3	21	5	36	5	36	1	7	14
1	4	4	36	32	39	35	27	24	5	5	111
2	6	5	38	32	53	45	16	14	4	3	117
3	3	3	19	20	46	48	18	19	9	9	95
4	4	4	36	37	42	43	10	10	5	5	97
5	4	6	26	39	23	34	10	15	4	6	67
6	1	1	13	19	29	42	17	25	9	13	69
7	2	4	16	30	21	40	9	17	5	9	53
8	2	5	18	47	12	32	2	5	4	11	38
9	5	10	20	39	16	31	8	16	2	4	51
10			15	33	22	48	3	7	6	13	46
11	5	15	10	30	13	39	3	9	2	6	33
12	5	19	9	33	4	15	4	15	5	19	27
Total	41	5	259	32	325	40	132	16	61	7	818

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Title III Budget
2015-2016

Allocations		Amount	Amount
Allocation		$89,466.00	
Carryover		$8,410.75	
Total		$97,876.75	
	Projected Expenses		
Learning Plus Associates	Supplemental books		$10,524.71
Treasure Bay Inc.	Supplemental books		$5,319.00
National School Product	Supplemental books		$8,574.27
Scholastic Books	Supplemental books		$48, 025.35
Technology	Intervention software		$10,000.00
Materials and Supplies	Intervention resource materials		$12,433.45
Printing	Additional intervention materials		$2,000.00
Communication	Additional parent outreach		$1,000.00
Total			$97,876.75