

**LOCAL EDUCATION AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Jurupa Unified School District

County District Code: 33-67090

Date of Local Governing Board Approval: June 16, 2008

District Superintendent: Elliott Duchon

Address: 4850 Pedley Road

City: Riverside

Zip Code: 92509

Phone: (951) 360-4168

FAX: (951) 360-4152

EMAIL:
educhon@jUSD.k12.ca.us

Signatures:

On behalf of LEA participants included in the preparation of this program improvement plan addendum.

	Elliott Duchon	06/16/08
Signature of Superintendent	Printed Name of Superintendent	Date

	Carl Harris	06/16/08
Signature of Board President	Printed Name of Board President	Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 111.6(c) and California *Education Code* Section 52055.57 (c).

	Riverside County Office of Education	06/18/08
Signature of External Organization Representative	Printed Name of External Organization Representative	Date

Send this signed Assurance page by July 1, 2008, to:

LEAP@cde.ca.gov

PLEASE NOTE THIS IS JUST THE COVER FOR THE LEAP ADDENDUM THAT WAS APPROVED, SIGNED AND SUBMITTED IN JUNE OF 2008 TO CDE. THE ORIGINAL LEAP AND SUBSEQUENT ADDENDUM IS ANNUALLY REVIEWED FOR MODIFICATION AND UPDATE.

District Name: Jurupa Unified School District

CDS Code: 33-67090

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement. Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.

In response to program improvement requirements under No Child Left Behind (NCLB), this will be the last year that the Local Educational Agency Plan (LEAP) addendum will go for board review. In the future under federal Every Student Succeeds Act (ESSA), the intent is that the federal regulations will be included in the Local Control Accountability Plan (LCAP). As soon as guidance is provided on that process, the LCAP will serve in place of the LEAP.

It was decided that the LEAP addendum would focus on appropriate activities and monitoring systems needed to increase student achievement for all students, particularly students with disabilities, foster youth, low income, and English learner students. The review of our achievement data, LEAP/LCAP goals, and actions will continue as an ongoing process and our LEAP and LCAP will be modified to address the changing academic needs of our students. With California State Standards (CSS) implementation, we will be using the guiding strategies included in the CSS Systems Implementation Plan for California that include high quality professional development, transition to CSS-aligned assessment system and instructional resources, collaboration, and effective communication.

The district has contracted with Riverside County Office of Education (RCOE) and Key Data Systems to provide technical assistance throughout our improvement process under NCLB. Initially, the district established a District Assessment Team (DAT) with many stakeholders who worked with the staff from RCOE to establish a process to train staff and complete an Academic Program Survey (APS) for each site, aggregate the data into a district APS in order to look for trends in the implementation of the Nine Essential Program Components (EPCs). As the state is moving towards LCAP integration with the federal Every Student Succeeds Act (ESSA), modifications will be made based on new legislation.

All schools complete a comprehensive needs assessment annually based on the results of local, state, and federal assessment analysis of both qualitative and quantitative results. Based on these results, all schools meet with their leadership teams to collaborate on data, identify specific students for intervention and reclassification, review appropriate placement, and develop instructional strategies that support language and academic development. We, consequently, annually review our English Learner Subgroup Self-Assessment (ELSSA) (provided by Key Data Systems) and discuss results through principals support meetings which also include review of EL proficiency strategies, CSS implementation through Units of Study (UoS) and integration of ELD strategies, current research, and use of observational tools for walkthroughs that support mathematics strategies, primary intervention, language development and student engagement. (Gold (2006), Lezotte (1997), Waits et al. (2006), Williams et al. (2007))

Since 2005, our District/School Liaison Team (DSLTL) process has supported the ongoing revision, monitoring, and adjustment in the implementation of the LEAP addendum based on current data analysis and program evaluation and will now also include the Local Control Accountability Plan (LCAP). The DSLTL process is addressed through regularly scheduled principal, district advisory, education service, extended cabinet, and instructional council meetings to review ongoing implementation of the LEAP and LCAP addendum strategies and modify as needed. Now moving towards CSS implementation, the Smarter Balanced Assessment Consortium (SBAC) assessments as well as local UoS pre-/post-/performance assessments will drive instruction and intervention support. Principals and leadership teams will monitor site data, identify individual student SMART goals, meet with the students and parents, and collaborate on instructional strategies.

The teaching and learning needs of each school are determined as sites utilize collaborative planning and data analysis, in regards to the California data dashboards, as well as the ELSSA and current qualitative and quantitative data, to

examine their implementation of the EPCs and standards-based instruction as an ongoing process. Based on results from review and analysis of EPCs, data analysis, and annual program implementation, the following corrective action plan recommendations were developed.

1. Phase-in Math 2014 adoption, McGraw Hill My Math (K-6) and California Math (7-8) to be in use in every classroom by Fall, 2015; phase-in Secondary Integrated Mathematics I, Fall, 2016; Integrated Mathematics II, Fall, 2017, and Integrated Mathematics III, Fall, 2018; and integration of instructional materials into Units of Study
2. Phase-in Reading/Language Arts/English Language Development 2015 adoption, McGraw Hill Wonders/Maravillas (TK-6), and Houghton Mifflin Harcourt Collections (7-8), to be in use in every classroom by Fall, 2016; with secondary ELA/ELD materials available by Fall, 2017.
3. Provide professional development for teachers and administrators on the newly adopted Reading/Language Arts/ELD and Mathematics curriculum support strategies and resources.
4. Provide full implementation and monitoring of the new Mathematics and Reading/Language Arts/ELD programs, implementation of early literacy and primary intervention, strategic and intensive intervention programs, UoS pre-, post- and performance assessment analysis, focused teacher collaboration, instructional coaching, pacing guides, and an alignment of funding to the EPCs and the Local Control Accountability Plan (LCAP).
5. Increase the effectiveness of the instructional program for students with disabilities through inclusive support.
6. Increase the effectiveness of the English Language Learner instructional program through standards-based planning, professional development on sustaining an effective integrated and designated ELD program, expansion of dual immersion programs, and use of scientifically-based instructional strategies to meet the academic needs of English learners.
7. Increase parent involvement and communication through parent and student outreach programs.
8. Review, revise, and implement board policies to ensure full implementation of the EPCs.
9. Increase use and availability of Instructional technology by implementing 1:1 Digital Gateway Chromebook initiative in grades TK-12.
10. Phase-in integration of Next Generation Science Standards (NGSS) with expansion of professional development.

The district's mission and goals statement is aligned with the NCLB/ESEA goals for academic achievement. The Superintendent developed a five-point plan called the "Blueprint for Learning." The five points include: implementation, structure, materials, method, and support for an effective standards-based instructional program. This plan integrates the elements of the EPCs into a district-wide focus for student learning. In addition, the district has developed a systematic, comprehensive professional development plan that will support the district goal for student achievement and focus on standards-based content knowledge in reading/language arts, ELD, and mathematics. (Datnow et al (2007); Elmore (2000), Fullan (2000))

In response to beginning implementation of CSS during the 2013-14 school year, grade level curriculum design teams have developed rigorous Units of Study (UoS) in both ELA and Mathematics with full CSS implementation and baseline assessment results for SBAC assessments in 2014-15. These student-centered units will offer students learning targets, meaningful and relevant lessons, and multiple opportunities to succeed on mastering the new standards. The new ELA/ELD programs in K-8 will be implemented in 2016-17 and for 9-12 in 2017-18. With the new Mathematics program fully implemented in grades K-8 through the 2015-16 school year; and secondary integrated mathematics program in 9-12 that will be implemented beginning in 2016-17. We also revisited the identification and alignment of CSS priority standards in ELA and mathematics to support implementation and alignment of standards into instruction in all grades TK-12 in 2016-17 and modified Units of Study to reflect this re-alignment.

All identified students achieving two or more grade levels below, including EL and SWD, in grades 4-6 are provided intensive reading intervention through utilization of the Language! Program and 7-10 in Read 180/System 44. Universal access and ancillary instructional materials from the core adoption, as well as extended period and/or shadow classes are provided for students who require strategic intervention. In addition, we have Dual Immersion (DI) classes at Sunnyslope and Stone Avenue elementary schools with expansion to Jurupa Middle School in 2015-16 and Pedley

Elementary and Patriot High in 2016-17 where Spanish textbook materials are also provided. Our paraprofessionals (Bilingual language tutors) who work with English learners receive training in curriculum, instructional methods and interventions appropriate to English learners. (August and Hakuta (1997), Gold (2006), Lezotte (1997)) To support secondary students in need of recovering credits in order to graduate, we implemented an extensive summer program which doubled in summer of 2014 and expanded again in summer of 2015 and 2016, but also increased the number of available offerings through the regular school year at all three high schools using a web-based credit recovery program, Odysseyware. In addition, a 9th grade intervention program for students at risk of not graduating was implemented during the 2012-13 school year, called Accelerating Academic Achievement Academy (AAA Academy). We have also opened an online school, Rivercrest Preparatory School, in the 2013-14 school year for high school age students, and expanded to middle school students in 2015-16.

Our staff development efforts and funding continually provide support for teacher training in Early Literacy and Primary Intervention, Strategic and Intensive Intervention (4-6 Language!, 7-8 Language!, and 9-10 Read 180/System 44) and will expand to inclusive practices through a Multi-Tiered System of Support (MTSS). We also have an ongoing process of training provided to new teachers or teachers teaching a new grade level. Outside consultants from Sopris West and Scholastic with expertise in implementation of the strategic and intensive intervention programs also provide training and support for intervention teachers on best practices for identified students including strategies specific to English Learners and Students with Disabilities.

Ongoing professional development is provided to address data analysis, rigor and relevance, as well as standards-based planning using research-based strategies and adopted materials at all of our elementary schools. Elementary teachers participated in ELD, ELA, and math staff development through annual August trainings based on current staff development needs. This year we will be exploring more individual digital professional learning systems to give individual choice relative to staff learning.

Beginning in the 2012-13 school year, a committee worked on the implementation of the district's Balanced Math Program. Through support of an external consultant, all secondary math and K-6th grade teachers were trained and provided support in implementation of a balanced math program that emphasizes computational strength, application of mathematics through problem solving, and mathematical concepts through conceptual learning and linked to philosophy and learning basis of CSS. Continuing training will include additional mathematical support and implementation and coaching for Balanced Math Facilitators at each site as well as Fishbowl/Walkthrough support for implementation.

In order to develop a culture of positive behavior and academic outcomes, districtwide training on Positive Behavior Intervention Support (PBIS) was provided for all of our schools. Leadership teams at every site are working on establishing systems with the capacity to improve supports for students whose behaviors require more specialized assistance and also, more importantly, maximize academic engagement and achievement for all students through preventative, non-reactive support systems. In addition, there are PBIS coaches at each site that provide ongoing behavior systems implementation support. In 2015-16, we started training on restorative practices and student youth court. As we move towards an MTSS system to support both academic and behavior intervention. We will integrate more Social and Emotional Learning (SEL) options as well as support for Tier II and III behaviors.

Annual Principal Budget and Program Summits for all principals are required to review their site's implementation of the federal requirements, develop and present a program and budget outline to support full implementation of the core programs for ELA, ELD and math including any necessary supplemental materials, LCAP implementation, and identify intervention services for early literacy, strategic and intensive students, as well as coaching support for their teachers. As an administrative team, we meet one-on-one during these summits to discuss analysis of site data, funding support for their priorities, and implementation of their site plan. Additionally, as part of supporting implementation at all sites, district, site, and consultants monitor through classroom fishbowls/walkthroughs, site visitations, structured

observations, collaborative teaming, and EL and SWD student shadowing. (Datnow et al. (2007), Elmore (2000), Fullan (2000))

All school plans are developed using the Document Tracking System (DTS) Online software which includes the capability to review plans prior to submission to the board for appropriate goals, strategies, actions, and expenditures. All education services staff from each department can review school site plans through this web-based application which require specific SMART goals for ELA, Math, English Learners, Professional Development, and Parent Involvement. The LEAP and LCAP addendum strategies are incorporated into school site plans and monitored through annual review of the goals and actions by leadership teams, school site councils, and district planning meetings. **This year we moved to full alignment with the district’s LCAP goals and site-level Single Plans for Student Achievement (SPSAs).** (Gates Foundation (2005), McLaughlin & Talbert (2002))

In order to maintain class sizes at K-3 from 20:1 in 2008-09, to 22:1 in 2009-10 and 25+:1 in 2010-11 and 2011-12, and 27+ in 2012-13 and 2013-14, we have leveraged categorical funding (Title I Basic, Title I ARRA, Title II, and EIA) to keep class sizes lower and retain our highly qualified staff. During the 2014-15 school year, Local Control Funding Formula (LCFF) monies and requirements will guide movement to TK-3 classes of 24:1 through Grade Span Adjustment (GSA).

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.

Jurupa Unified School District’s specific academic student achievement goals match California’s AYP, AMO and AMAO targets. Measurable targets for growth in student achievement are listed below. District wide Adequate Yearly Progress (AYP) Goals for the District state that all students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Our 2012-13, last year of AYP data, percent proficient in ELA is 47.7% which is a 1.7% decrease from prior year; and 54.7% in mathematics which is a .4% decrease from 2011-12. Since 2004-05, our ELA scores have increased by 16.9% from 30.8% to 47.7%, and 15.9% in mathematics, from 38.8% to 54.7 % math. With a 1 point gain in API for 2012-13, our API grew from 678 to 758 since 2005-06. **The LCAP indicators and data dashboard will address targets and goals for future planning.**

JUSD Adequate Yearly Progress (AYP) Goals	Prior Status 2005-06	Prior Status 2006-07	Prior Status 2007-08	Prior Status 2008-09	Prior Status 2009-10	Prior Status 2010-11	Prior Status 2011-12	Last Status 2012-13
ELA	(23%);	(23%);	(34%);	(45%);	(56%);	(67%);	(78%);	(89%);
Math	(23.7%)	(23.7%)	(34.6%)	(45.5%)	(56.4%)	(67.3%)	(78.2%)	(89.1%)
English-Lang.	33.4%	36.5%	40.7%	45.7%	45.3%	47.8%	49.4%	47.7%
Arts	34.0%	32.3%	39.2%	46.4%	41.4%	45.8%	50.0%	47.8%
African American	53.8%	58.6%	59.6%	71.0%	71.3%	68.3%	70.0%	64.8%
Asian	28.6%	32.2%	36.8%	42.4%	42.1%	45.0%	46.8%	45.2%
Hispanic	47.8%	51.7%	55.8%	58.8%	59.2%	62.0%	62.9%	62.7%
White	27.5%	30.7%	35.6%	40.5%	40.7%	43.9%	45.5%	44.0%
SED	21.8%	23.4%	30.0%	36.5%	33.1%	36.4%	38.0%	35.3%
EL	13.1%	17.6%	23.5%	31.3%	32.9%	34.2%	32.8%	31.1%
Students with Dis								

Mathematics	39.5%	43.4%	46.9%	51.4%	49.5%	52.6%	55.1%	54.7%
<i>African American</i>	48.7%	30.7%	35.7%	41.9%	39.7%	45.2%	45.2%	48.9%
<i>Asian</i>	66.7%	65%	68.9%	77.1%	76.2%	77.6%	72.1%	71.2%
<i>Hispanic</i>	36.5%	40.7%	44.2%	49.3%	47.0%	50.5%	53.3%	53.2%
<i>White</i>	49.1%	54%	58%	59.7%	61.1%	63.1%	65.9%	63.0%
<i>SED</i>	35.4%	39.4%	43%	48.3%	45.9%	49.8%	51.9%	51.8%
<i>EL</i>	32.1%	35.1%	40.5%	46.6%	42.5%	46.0%	48.6%	47.7%
<i>Students with Dis</i>	17.9%	23%	28.2%	36.0%	36.2%	39.7%	39.4%	36.8%
Minimum Grad Rate	78.4%	82.9%	82.9%	83%	79.3%	84.35%	81.33%	82.27%
API Growth	678	703	718	735	742	749	755	758
Participation Rate	All subgroups had 95% or above and will continue at that rate.							

Describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<u>Data systems</u> A. Focus on increased student achievement by the use of an assessment system (EADMS), which provides staff with disaggregated data and the ability to analyze individual student performance on standards-based diagnostic assessments. This data is used for instructional planning and to appropriately place students in and exit students from intensive and strategic interventions in both reading/language arts and mathematics, specialized instructional settings (RSP, special day), and leveled instruction (CELDT).	ASE, DE, DS, A,T, PR/ Sept/ Ongoing	DataSys Equip Conf Coaches UoS Master Sch	EADMS	140,000 Title I, LCFF
B. Continue to refine current system of student achievement data reporting on state and local assessments (i.e., SBAC, pre-, post-, and performance assessments , curriculum-embedded including any necessary updating of technology to support access) to include CSS-aligned assessments.	DE, DS, A/ Ongoing	ITSA Scanners DataSys ITSA/C Measured Progress bank	Scanners EADMS Technology ITSA Copiers MP Contract Ases Ctr Staff	150,000 Title I/II LCFF
C. Provide ongoing professional development in the use of our assessment system, EADMS, so that all teachers will be able to enter and obtain assessment and demographic data regarding their students easily and in an understandable format.	DE, DS, PR, T A, ESC Sept/ Ongoing	Staff Mtg Agen/Min Asses Schedule EADMS Reps Staff Dev	Tchr Hrly Print Software	100,000 LCFF
		Needs		20,000

<p>D. Using data from needs assessments, implement and monitor our reporting system for use by teachers and site administrators includes UoS Committee assessment writers review and integration for online assessments</p>	<p>DE, DS, A/Sept</p>	<p>Assess Results</p>	<p>UoS Comm Hrly Print</p>	<p>Title I/II, LCFF</p>
<p>E. Maintain system and additional technology so teachers' have access to students current and past longitudinal data by teachers and for current students to use for ongoing instructional support. (Digital Gateway 1:1 Initiative)</p>	<p>ASE, DE, DS, PR/ Ongoing</p>	<p>Data Rep/Walls RCOE Key Data EADMS</p>	<p>Technology</p>	<p>1,000,000 LCFF</p>
<p><u>Achievement monitoring</u></p>				
<p>A. Monitor CSS implementation through support from district directors, consultants, and monitoring process.</p>	<p>ASE, RCOE, ESC Annually</p>	<p>Prin Mtgs Staff Dev</p>		
<p>B. Monitor and support content implementation through use of data and lesson plan protocols as well as content checklists, monitoring or reflection tools and instructional TSA/coach support.</p>	<p>PR, T/ Ongoing</p>	<p>ITSA/C Logs Less Plans Staff Ag/Min Pre-, Post-Data Consul Sup Monitor tools Tch Collab Staff Ag/Min</p>	<p>RCOE Cont Printing</p>	<p>120,000 Title I/II S/D, LCFF</p>
<p>C. Use common UoS standards-correlated assessments that follow district pacing schedule TK-12 in reading language arts and mathematics, and incorporate these assessments into an electronic data management system and are integrated into Digital Platform.</p>	<p>PR, T/ Ongoing</p>	<p>DataSys-Dist pre-, post-, performance Pacing Gd Digital Platform</p>	<p>EADMS</p>	<p>30,000 Title I LCFF</p>
<p>D. Continue to monitor implementation of ELA, ELD, early literacy, mathematics, intervention support, and LCAP alignment through our annual principal summit meetings, school plan review, and site visitations by the district administrators on a scheduled basis.</p>	<p>ASE, DE, DS,DFP, PR, T, A, ESC Sept. Ongoing</p>	<p>Summit Sch Data Sys SPSA Interv/EL Outline LCAP</p>		

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.

Description of Specific Actions to Improve Academic Program	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p><i>Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014</i></p>				

<p><u>Alignment of instruction with content standards</u></p> <p>A. Provide high quality classroom instruction and time in the instructional day TK-12 for best first instruction, early literacy and strategic reading and math interventions for TK-6. All SWD and EL student services will be reviewed and monitored to verify adequacy of universal access materials and differentiated support. Units of Study (UoS) development and CSS alignment with resources and assessments with digital access. Monitor full implementation.</p>	ASE, DE, DS, PR, ESC, C/Daily	Lesson Plans UA Sch Master Sch Walkthru Coach Logs UoS Digital Platform Data/Collab Staff Dev	UoS Comm UA Mtls. Tchr Hrly	200,000 Lottery, Title I/II LCFF
<p>B. Provide early literacy, primary, strategic and intensive intervention instruction within the school day utilizing state-adopted core replacement text, software, and materials for students who are behind academically (includes Class Size Reduction (CSR) Intervention Teachers).</p>	ASE, DE, DS, PR, C/Daily	Lesson Plans Daily Sch Master Sch Language! Read 180/Sys44	IntervTchr Int Mtls Software	3,000,000 LCFF, Title I/II LCFF
<p>C. Provide and monitor necessary daily, uninterrupted instructional time for reading/language arts and mathematics.</p>	DE, DS, PR/Daily	Bell Schedule Observation No calls/ pass Lesson Plans		
<p>D. Develop and implement a master schedule that provides all students 11-12 who are at risk of not graduating in ELA and/or math, full access to the ELA and math intervention programs.</p>	ASE, DS, PR, APR/Fall	Master Sch Intervention Supp	Interventio n Mtls. 3 FTEs	300,000 MS/HS Interv LCFF
<p>E. Provide and monitor specific pacing guides for reading/language arts and mathematics that include pacing timeline, sequence of instruction, and timeline for assessments.</p>	ASE, DE, DS, PR,ESC Sept Daily	Dist Pacing Gd Inst Min Gr Lvl Mtgs SMARTGoals Walkthrus Assess Sch Staff Dev	Tchr Hrly	20,000 Title I/II
<p>F. Utilize a model of Professional Learning Communities (PLC) to create grade level, cross grade level, and disciplinary teams at every school to focus on improving student learning of content standards through minimum days and data team leaders.</p>	PR, T/ Ongoing	Staff Attenda SMART Goals Collab Mtgs Norms/Protocol SPSAs	Tchr Hrly Conf/Reg	200,000 Title I/II/ LCFF
<p>G. Provide reduced class sizes TK-3 to support smaller class sizes and highly qualified staffing towards 24:1 LCFF requirements (Grade Span Adjustment).</p>	ASE, DE,PR,BS, DP	Enrollment Ct Fiscal Rev SPSAs	Tchr FTEs	4,400,000 LCFF
<p>H. Review and develop Next Generation Science Standards (NGSS) implementation plan through District Science Program Committee (DSPC).</p>	ASE,DE,P R,DS	NGSS Plan DSPC Comm	Teacher Hrly	100,000 LCFF

<p><u>Use of standards-aligned instructional materials</u></p> <p>A. 1) Pilot, purchase, and distribute state-adopted and standards-aligned core and intervention texts in mathematics to be in all classrooms including gap supplementals and digital resources. Monitor implementation, complete CSS UoS development, and integrate technology.</p> <p>2) Purchase and distribute update of current state-adopted and standards-aligned core, supplemental ELA, ELD, and intervention texts in Reading Language Arts to be in all classrooms including gap supplements and digital resources. Monitor Implementation, complete CSS UoS development, and integrate technology.</p> <p>B. Support and coach on grade level CSS standards-based implementation and ensure access to appropriate core instruction including for ELD and special education classroom instruction.</p> <p>C. Monitor accelerated, intensive reading interventions (using state-adopted programs) for all students who are more than two grade levels behind (4-8) and those not at 6th grade proficiency in grades 9-12 (e.g., 4-6 Language; 7-10 Read 180) including Special Education and EL students.</p> <p>D. Purchase and provide math interventions (using state-adopted programs) for students who are two or more than two grade levels behind and for 9-12 students who are unable to demonstrate proficiency in 7th grade mathematics and/or the CAHSEE and Balanced Math intervention support.</p>	<p>DE, DS, PR/</p> <p>ASE,DED S, PR,ESC 2016-17</p> <p>ASE, DE, DS, PR, C/ Ongoing</p> <p>ASE, DE, DS, PR/ Ongoing</p> <p>ASE, DE, DS, PR, T, A, AES/</p>	<p>Math Adop Sec Integrated Math Textbook Inven Purchase Ord Staff Dev</p> <p>ELA/ELD Adop Textbook Inven Purchase Ord Staff Dev</p> <p>Coach Sch Class Sch Lesson Plans IEPs</p> <p>Language!, Read 180/Sys44 HM Ext Support Ongoing Assessments</p> <p>Math Interv/Alg Readiness HM Ext Support ELO Mtls Shadow Class Balan Math PD</p>	<p>Core Mtls. Coaches Tchr Hrly Contract Technology</p> <p>Core Mtls. Coaches Tchr Hrly Contract Technology</p> <p>RCOE Coaches Interv Tch</p> <p>Interven Mtls</p> <p>Interven Mtls. FTEs BM Fac</p>	<p>2,500,000 LCFF, CCSS, Title I</p> <p>2,500,000 LCFF</p> <p>1,500,000 Title I/II/III, LCFF</p> <p>500,000 Title I/II, LCFF</p> <p>200,000 Lottery, Title I/II LCFF S/D</p>
--	--	---	--	--

4. Identify actions that have the greatest likelihood of improving the student achievement in meeting state standards.
Please identify those actions.

The corrective actions and recommendations from Academic Program Survey, District Assistance Survey, and Rubric for Evaluating PI Year 3+ LEAP Plan Revisions along with the analysis of student achievement data support the identification of these actions that will have the greatest likelihood of improving the student achievement in meeting state standards.

- **Phase-in Mathematics 2014 adoption to be in use in every classroom by Fall, 2015:** CSS-aligned math adoption took place during the 2014-15 school year with implementation during the Fall of 2015 in grades K-8 McGraw Hill materials. **The teachers have completed and continue refining the Units of Study (UoS) work for TK-12 and CCSS-gap aligned materials will be identified for alignment to UoS.**
- **Phase-in Reading/Language Arts 2015 adoption to be in use in every classroom by Fall, 2016:** CSS-aligned ELA/ELD adoption took place during the 2015-16 school year for implementation during the Fall of 2016 **with secondary ELA/ELD implementation during the Fall of 2017.** In grades 4-6, the intensive intervention program to Language! Focus on English Learning, 4th Edition which is on the current state-adopted list for intervention and integrates EL

Revised 12.01.05; 11.01.07; 06.16.08; 08.05.09; 01.21.10; 01.24.11; 02.06.12; 09.30.13; 10.30.14; 06.22.15; 6.27.16; 6.26.17

strategies and Step Up to Writing support is being implemented for students two or more grade levels behind. In addition, as ELA/ELD UoS are completed, we will continue the identification and alignment of foundational supplemental resources to support CSS implementation and include on Haiku/digital platform.

- **Provide professional development for teachers and administrators in the newly adopted Reading/Language Arts/ELD and Mathematics curriculum:** During the first semester of 2009-10 for grades K-2 and 7-8 and fall of 2010 for 3-6, teachers attended SB472 training in the newly adopted math curriculum. During the summer of 2011-12, teachers attended a modified SB472 training in the newly updated language arts, English language development, and intensive intervention curriculum. One half day training for all teachers districtwide on CSS implementation at the beginning of the 2012-13 school year and two days of CSS-mathematics instructional support was provided during the summer of 2013 for 2013-14 CSS mathematics implementation. Two days in the August 2014 provided UoS support for ELA/ELD CSS implementation and two days on integrated and designated ELD in August 2015. In August 2016, two days of ELA/ELD curriculum implementation with new ELA/ELD McGraw Hill Wonders/Maravillas materials. Ongoing training has been provided to address data analysis, rigor and relevance, as well as CSS standards-based planning, using research-based strategies and adopted materials. In response to the California State Standards (CSS) Implementation Plan outlined by CDE, we will continue working to provide professional learning support for our teachers and administrators. Professional development will include coaching, awareness, transition, and implementation of the new standards to prepare teachers to teach to the level of rigor and depth required by the CSS and to ensure that students are college and career ready upon graduation from high school.
- **Provide a more consistent and comprehensive implementation and monitoring of the ELA and mathematics program district wide:** Jurupa Unified School District has included a plan and procedures that include monitoring of instruction by all principals to ensure adequate uninterrupted instructional time for reading/language arts and math as well as provide and monitor TK-12 pacing guides for ELA and math with complete use of all program components. TK-12 teachers, principals, coaches, and district administrators have been provided with full access to a comprehensive data system including curriculum-embedded 6-8 week pre-, post-, performance assessments in ELA and mathematics along with negotiated time for teachers to meet and discuss student progress toward standards. Standards-based reporting is done through an aligned report card and digital gradebook platform for reporting to parents on CSS-based assessments. The district also provides strategic support through universal access and extended day programs in both ELA and math. We are providing intensive intervention in reading/language arts (using state adopted core replacement program) for all students who are more than two grade levels behind in 4-8 and those not at 6th grade proficiency in grades 9-12. We have incorporated the Balanced math intervention for students who need additional review or computational support. Master schedules at the high school level will continue to be revised to provide students who are two or more years behind in ELA and math full access to the ELA and math programs to include specific intervention classes. In order to monitor implementation of the ELA and mathematics program districtwide, we will continue to expand our staff development model of direct instruction that includes training on the explicit skillful implementation of standards-based instruction within our core programs with alignment to CSS. Annual Principal Summits will continue to be held and principals will be required to review their site's program effectiveness as well as develop and present a plan to support full implementation of the core ELA/ELD, LCAP implementation, math and intervention programs with budget alignment.
- **Increase the effectiveness of the instructional program for students with disabilities:** All teachers of students with disabilities (SWD) are included in the core and intervention adoptions training for reading and math. Special Education teachers and students with disabilities have daily access to the core and intervention adoptions in reading/language arts and mathematics. All teachers of SWD are included in the grade level/department collaboration meetings to discuss student achievement data and determine instructional goals and strategies based on the student achievement data information. Follow up staff development for SWD teachers on providing access to the core and inclusive practices for special needs students. The district will review the special education program through the state Least Restrictive Environment (LRE) self-assessment tool to examine their practices in supporting educational options for students with disabilities. The district will also use the Education Benefit Process to

determine if the Individual Education Plan used with special education students was reasonably calculated to result in an educational benefit.

- **Increase the effectiveness of the English Language Learner instructional program:** Jurupa Unified School District is providing a more consistent approach to meeting the instructional needs of EL students. The district will continue to use the AMAO data, the English Learner Student Self-Assessment (ELSSA) data information, and annual review of the questions in the ELSSA to identify patterns of achievement for English learner students. Specific district wide direction and strategies to meet the needs of this student population will result from this analysis along with new UoS and state assessment data. The district's DSLT meetings will continue to include analysis of English learner data and identification of students who need special intervention based on time in program or lack of proficiency on the **state assessments**. **In addition, EL support is part of our continuous staff development program which includes use of academic language and support activities that integrate oral and written language development, and address differentiated strategies to support integrated and designed ELD.** Our paraprofessionals (Bilingual language tutors) who work with English learners will also receive training in curriculum, instructional methods and interventions appropriate to English learners. During 2013-14 school year, a Year 4 Title III Improvement Plan Addendum (IPA) was developed and approved at the state level and integrated into this addendum which is updated annually. **This year it includes a current Title III budget outline under Appendix B.**
- **Enhance parent involvement:** Jurupa Unified School District will continue to review and revise school board policy that sets standards for parent communication, involvement and education regarding school programs and state content standards. All schools will develop and implement strategies included in their school plans that will ensure user-friendly, timely, and accurate information that will assist parents with resources to ensure their student's academic success and provide for two-way communication between parents and the sites. A Director of Parent and Community Outreach is providing expanded and enhanced parent involvement opportunities districtwide that include training on welcoming environment, CSS, ESL, mental health, healthy relationships, 100-mile club, parent leadership, and the first community symposium. **Libraries and front office will have parent stations and additional access to resources to support their student's education.**
- **Review, revise, and implement board policies:** to ensure full implementation of the Nine Essential Program Components (EPCs). To support the improvement process, Board policies, procedures, and vehicles will be used to establish systematic expectations and accountability for all stakeholders K-12 and implement an academic program with aligned curriculum, instruction, and assessment programs using standards-based SBE-adopted instructional materials. District policy on assessment will also include ongoing diagnostic assessments, to appropriately place students in and exit students from **primary**, intensive and strategic interventions in both reading/language arts and mathematics, specialized instructional settings (RSP, special day), and leveled instruction in English (ELD). To support the students in the most need of academic support at program improvement and school assistance sites, priority will be given on classroom assignments and master schedule access. Board policies relative to parent and student involvement will be reviewed and revised to include district expectations for parent and student involvement as well as fiscal policies that fully support implementation of the nine EPCs that include intensive, strategic interventions, instructional time appropriate for grade levels and subjects, and alignment of fiscal commitments to these district objectives for improvement.
- **Instructional technology:** Memory upgrades and computer replacements will continue through 2016-17 based on a computer enhancement and replacement cycle. In order to meet the California State Standards (CSS) needs of our students, teachers and staff for now and in the future, we will monitor and purchase necessary equipment to provide CSS-aligned tools. **The district's Instructional Technology Plan will include 1:1 Chromebook devices through our district's Digital Gateway program for grades TK-12.** In addition, a parent calling system was purchased to support districtwide parent communication.
- **Phase-in integration of Next Generation Science Standards (NGSS):** A JUSD K-12 District Science Committee (DSC) was formulated and provided training on the new science standards and began the foundational task of identifying priority science standards during the 2014-15 school year. **During 2015-16 the committee piloted**

units and implementation with DSC members, with partial roll out and professional development during the 2016-17 year, anticipating full roll out in 2017-18.

5. Address the professional development needs of the instructional staff.

Please explain how you will address those needs.

Description of Specific Actions to Improve Professional Development	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p><u>Staff development and professional collaboration</u></p>				
<p>A. Provide and document all administrators with AB430 training and practicum in reading/language arts and mathematics with available leadership training.</p>	ASE, DE, DS, PR DS, PR/ Ongoing	PR SD	PD Conf	20,000 Title I/II
<p>B. Provide and document all high school administrators with AB430 training in Algebra I and remedial mathematics and reading intervention programs with available leadership training.</p>				
<p>C. Provide and document all TK-8 teachers (including special education, and dual immersion teachers) with professional development on Units of Study (UoS) in reading/language arts, mathematics, and intervention and will include CSS implementation, integrated and designated ELD and technology use.</p>	ASE, DE, DS, PR, T, AES Ongoing	Teacher DataBase Agenda Sign ins	Tchr Stipn/Hrly RCOE LCC Contracts	1,000,000 LCFF Title I/II/III S/D
<p>D. Provide and document all 9-12 teachers (including special education teachers) with SB472 training in Algebra I and remedial mathematics, reading/language arts core and intervention programs and will include CCSS implementation, integrated and designated ELD, and technology use.</p>	ASE, DE, DS, PR, T, A, AES Sept/ Ongoing	Teacher Agenda Sign ins	Tchr Stipn/Hrly RCOE LCC Contracts	500,000 LCFF Title I/II/III
<p>E. Provide and monitor TK-12 teachers, principals, and appropriate district administrators training and full access to the use of CSS aligned UoS assessments in reading/language arts and math every 6-8 weeks.</p>	ASE, DE, DS, A, PR, ESC Sept/ Ongoing	Agen/Min Data Rep Staff Dev	RCOE LCC	200,000 Title I/II
<p>F. Continue professional development, coaching support, and monitoring of standards-based instruction and planning with integrated and designated EL support, as well as alignment and rigor of instructional practices, and use of student data to modify and improve instruction including effective scaffolding techniques. District and site administrators will modify and conduct classroom walkthroughs utilizing monitoring tool to help guide and assist teachers to improve instruction.</p>	DE, DS A/ Sept Ongoing	Min Days Agen/Min Walkthrus Staff Dev	Consultant Key Data EADMS/ Contract Coaches	1,500,000 Title I/II/III LCFF
<p>G. Continue to provide teacher release and minimum day schedules to allow adequate time for collaboration in</p>	ASE,DE, DS, PR, T/ Ongoing	Min Days Agen/Min Protocols	Tchr Subs/Hrly	\$100,000 Title I/II LCFF

interpreting data, modifying instruction, and planning interventions.				
H. Review and revise our professional development plan based on student needs that address: standards-based content knowledge and application of research based instructional strategies, including DIBELS , SDAIE, Step Up to Writing (SUW), SIOP, Balanced Math and incorporate CSS implementation .	ASE,DE, DS, DFP,PR, T/Ongoing	PD Plan Needs Asses Sur Staff Dev		
I. Continue to use BTSA and SMART programs as support for teachers in reading, math, and instruction of English learners.	ASE, DE, DS, PR, T Sept	Agen/Min SMART Panel	Tchr Hrly	150,000 LCFF
J. Provide instructional coaches/intervention teachers to assist teachers in implementing the reading and math adoptions, grade-level/department collaboration, and interventions.	ASE, DE, DS, PR	Personnel	Coach/IT Salaries	500,000 Title I/II/III LCFF
K. Expand district induction activities specifically focused on content needs for all teachers, and particularly for teachers new to the district.	DE, DS, PR Sept 09	Beg Yr SD	Consultant Contract/ Materials	40,000 LCFF
L. Develop schedule for training site staff in completing the California Least Restrictive Environment (LRE) Self-Assessment and Continuous Improvement Activities Tool to examine practices and create improved educational options for students with disabilities.	ASE, DE, DS, PR Sept/ Ongoing	Agen/Min	Consultant Contract/ Materials	10,000 SpecEd Title II
M. Provide training on Professional Learning Communities (PLC) , Response to Intervention (RTI) , Multi-Tiered Systems of Support (MTSS) , Social and Emotional Learning (SEL) , Equity Institutes , and Growth Mindset and follow-up training through use of protocols in support of collaborative teaming and intervention support services.	ASE, DE, DS, AES, PR Sept 10	Agen/Min F4S	Travel Req Contract Ser	100,000 Tchr Rec, LCFF , Title I/II S/D
N. Provide instructional aides and paraprofessionals with support training in reading/language arts and mathematics, when available, or other appropriate curriculum support.	DE, DS, PR, T/ Ongoing	Agen/Min	Clas Hrly	10,000 Title I/II/III S/D
O. Continue to monitor and ensure that all paraprofessionals meet the “Highly Qualified” requirements under NCLB/ESEA.	ASP,DP	Personnel Records	Per Technician Salary	50,000 LCFF
P. Continue to monitor and ensure that all teachers meet the “Highly Qualified” requirements under NCLB including support for completion of HOUSSE documentation.				
Q. Teachers will participate in integrated and designated ELD/ELA/Math staff development that will include: focus on domains of language; how to address student needs based on	ASE,PR,ESC ,T	Trng Agen/Min	RCOE Cont Tchr Hrly/ Sub	Part of SD days, coaches

language proficiency; content and language objectives; and language functions and forms with support from instructional coaches and planning on minimum days.

Coaches

support, and Collab time

6. Include specific academic achievement and English Language Proficiency goals and targets for English Learner students. Please describe those goals and targets. **There will no longer be federal AMAO's or targets until new ELPAC assessment is in place, Spring 2018.**

The following tables show the district's goals and targets for Goals 1 and 2 of Title III.

%	AMAO I					AMAO II									
	10-11	11-12	12-13	13-14	14-15	10-11-5	10-11-5+	11-12-5	11-12-5+	12-13-5	12-13-5+	13-14-5	13-14-5+	14-15-5	14-15-5+
	54.6	56.0	57.5	59.0	60.5	18.7	43.2	20.1	45.1	21.4	47.0	22.8	49	24.2	50.9
Jurupa Unified	52.0	61.6	58.5	59.5	60.2	15.7	44.3	23.1	51.0	22.6	53.4	23.2	54.8	24.0	55.3
Camino Real	45.6	63.4	67.0	56.8	56.1	17.6	--	32.3	--	32.1	56.7	33.8	--	32.9	61.5
Glen Avon	38.5	66.3	57.6	55.3	64.3	13.1	25.0	27.8	42.2	25.9	55.6	29.6	46.0	36.1	52.2
Granite Hill	49.7	55.1	62.5	52.4	52.0	13.7	36.4	14.8	40.7	23.2	50.0	19.0	46.7	19.6	43.7
Ina Arbuttle	59.5	73.2	51.2	57.8	62.0	14.0	65.2	26.6	60.9	21.7	50.7	24.6	62.1	24.6	57.1
Indian Hills	47.2	69.9	55.8	45.1	41.0	15.0	--	28.6	--	23.0	53.2	16.9	38.5	17.7	21.1
Mission Bell	51.9	53.9	51.4	60.0	61.9	14.6	47.9	15.9	48.1	20.9	53.3	27.5	45.5	33.7	50.7
Pacific Ave	65.1	57.1	51.3	64.9	65.9	22.5	45.5	18.1	--	20.7	47.4	30.1	68.9	33.7	48.9
Pedley	51.3	61.5	56.3	57.2	56.6	12.7	50.0	20.1	47.2	22.9	41.4	23.9	48.6	30.6	49.2
Peralta	62.4	60.7	65.1	50.5	49.5	20.9	52.1	25.9	59.6	28.9	49.2	24.6	46.6	16.4	41.6
Rustic Lane	54.0	64.2	61.1	60.3	65.3	15.5	38.7	22.2	53.4	30.8	43.2	29.1	43.3	33.9	50.0
Sky Country	51.7	61.1	69.5	58.1	51.6	22.1	47.6	25.0	55.6	32.5	61.9	28.9	41.9	21.9	35.7
Stone Ave	58.9	56.6	51.8	43.8	51.4	21.1	41.9	20.5	52.8	17.4	46.8	14.4	33.9	19.2	45.0
Sunnyslope	48.2	57.4	51.6	53.0	53.2	13.8	27.3	18.2	43.1	18.4	46.5	19.7	44.4	21.9	50.5
Troth Street	48.7	59.6	49.9	63.2	60.0	12.7	42.3	20.2	44.4	18.1	42.5	23.5	53.2	21.6	50.0
Van Buren	48.0	54.3	60.6	53.4	53.8	13.7	34.2	17.2	27.3	27.6	42.5	21.3	37.8	21.8	46.3
West Riverside	52.1	64.0	57.0	56.3	54.1	15.1	37.1	28.3	52.5	18.6	49.0	20.3	48.9	16.8	47.8

Jurupa Mid	65.1	66.7	58.5	65.5	65.2	--	58.0	--	57.6	--	55.1	--	56.9	28.6	58.8
Mira Loma	48.3	53.8	75.5	72.2	71.7	--	43.0	38.9	48.0	--	60.6	--	62.8	25.0	58.6
Mission Mid	56.5	71.9	64.7	67.0	70.9	--	48.5	--	57.6	--	60.3	--	56.5	23.1	62.3
Jurupa Valley H	41.9	61.9	57.1	59.6	65.5	18.2	35.2	35.5	47.0	--	49.0	--	53.5	12.0	57.4
Nueva Vista	65.3	74.3	59.1	71.3	69.2	--	58.2	--	70.5	--	57.2	--	67.3	--	65.0
Rubidoux H	50.6	61.9	65.0	67.7	66.4	15.3	44.5	34.3	54.3	--	58.5	--	60.8	12.5	61.0
Patriot H	56.6	59.6	59.5	65.2	61.6	31.6	48.0	33.3	48.9	9.7	54.8	--	58.2	14.3	57.2

	AMAO III ELA*					AMAO III Math*				
	08-09	09-10	10-11	11-12	12-13	08-09	09-10	10-11	11-12	12-13
	%	%	%	%	%	%	%	%	%	%
Jurupa Unified	36.5	33.1	36.4	38.0	35.3	46.6	42.5	46.0	48.6	47.7
Camino Real	51.1	48.4	48.4	49.5	49.0	61.4	58.5	58.9	66.7	67.6
Glen Avon	31.0	38.6	40.6	46.4	41.0	47.4	52.6	57.3	64.1	59.2
Granite Hill	45.6	43.8	44.7	47.1	46.8	60.1	55.8	63.7	61.2	62.6
Ina Arbuckle	37.4	36.2	33.8	39.4	34.4	55.6	58.7	61.8	64.4	50.8
Indian Hills	44.9	48.2	38.6	38.3	39.3	64.2	60.5	55.9	67.7	63.6
Mission Bell	45.7	51.8	47.4	47.5	42.5	56.7	61.8	63.4	56.1	53.2
Pacific Avenue	40.2	43.9	44.3	53.8	38.6	61.7	55.3	62.9	65.6	53.6
Pedley	43.1	37.0	43.9	38.6	35.0	53.2	45.8	53.1	47.2	44.9
Peralta	33.8	28.0	35.5	40.3	31.9	41.6	40.8	47.4	44.6	42.7
Rustic Lane	35.3	31.0	37.5	37.6	36.5	49.8	45.8	49.8	52.8	56.0
Sky Country	42.7	43.7	46.2	42.4	50.0	58.7	64.9	62.2	59.7	55.7
Stone Avenue	37.1	25.2	36.3	43.7	42.8	56.4	51.0	61.4	66.0	60.0
Sunnyslope	37.4	33.0	32.1	35.2	31.9	49.7	49.1	53.9	58.6	52.1
Troth Street	31.5	36.5	36.2	36.3	31.3	50.4	50.1	63.6	59.4	57.1
Van Buren	34.7	32.2	--	39.3	37.0	50.3	44.4	--	55.3	55.6
West Riverside	40.4	37.8	43.7	49.0	42.1	61.6	56.8	59.5	61.7	59.6
Jurupa MS	41.3	29.1	30.8	32.8	33.7	33.7	27.0	24.4	31.1	34.8
Mira Loma MS	34.0	28.4	30.0	30.3	31.3	31.1	23.0	19.1	27.7	33.7
Mission MS	31.3	22.2	25.3	28.6	28.2	26.9	19.5	17.0	16.5	23.2
Jurupa Valley High	27.0	18.0	25.8	19.1	15.8	43.1	25.7	33.7	26.1	25.3
Patriot High	32.7	25.8	23.5	18.9	19.2	38.2	34.8	26.3	33.3	29.9
Rubidoux High	29.9	17.8	39.4	35.4	30.9	36.2	19.9	33.9	38.5	36.8
AMAO Goals	AMAO III ELA					AMAO III Math				
		2011-12		2012-13			2011-12		2012-13	
	ES\MS	78.4		78.4		ES\MS	79.0		79.0	
	HS	77.8		77.8		HS	77.4		77.4	

*Green highlight made their AMAO III in EL subgroup on California Standards Test (CST) in 2010-11, 2011-12, and 2012-13.

Describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p><i>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</i></p> <p><u>ELA and mathematics instruction aligned with ELD standards</u></p> <p>A. Provide additional support during the instructional day TK-3 to implement Early Literacy and TK-12 ELD standards-based instruction using SBE-adopted ELD and supplemental ELD materials (e.g., TK-6 30+ min. minimum; 7-12 one period minimum) and primary language support with bilingual language tutors. Elementary classroom schedules and secondary master schedules will reflect time for ELD and be monitored through submission to language services.</p> <p>B. Monitor strategic intervention through universal access and verify inclusion of SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multi-level, homogeneous). Middle and High school strategic program implemented to meet needs of students who are less than two grade levels below which includes intervention teachers.</p> <p>C. Provide and monitor ELD standards-aligned interventions for 4-12 students who are two or more grade levels below (includes elementary intervention teachers). Entry and exit criteria for EL placement for intervention established and implemented to ensure ELs are placed according to instructional need.</p> <p>D. Provide Dual Immersion programs in Spanish/English learning for students using Spanish and English SBE-approved supplemental instructional materials and conference attendance. (Currently at SS/SA/Ped (New)/JMS/PHS includes BLTs, staff development, and resources)</p>	<p>ASE, DE, DS,DLS, PR, T/ Ongoing</p> <p>ASE, DE, DS, DLS, PR/ Ongoing</p> <p>DLS, PR/ Ongoing</p> <p>DE, DS, DLS, PR</p> <p>DE, DS, DLS, PR/ Sept/</p>	<p>EL/RT Time Logs Walkthru Master Sch HM ELD Mtls Lan/Rd180 Less Plans</p> <p>EL/RT Time Logs Walkthru Less Plans Staff Dev</p> <p>Language/ Read 180 Int Tchrs Logs Walkthru</p> <p>DI Staff Sch Purch Ord BLT Sch</p> <p>ELRT Rev</p>	<p>Intervn Tchrs EL RT Salary EL Fac Stipend BLTs</p> <p>MS/HS Int Tchrs</p> <p>EL Fac Stip</p> <p>DI Addl Tch Mtls BLTs</p> <p>EL Fac Stip Tch Hrly</p>	<p>3,250,000 LCFF, Title I/II/III</p> <p>10,000 LCFF</p> <p>450,000 LCFF/TIII</p> <p>50,000</p>

<p>E. Ensure students are grouped by their appropriate proficiency level. Develop and disseminate criteria for EL placement in ELD and in SDAIE and mainstream R/LA and Math general education and intervention classes.</p> <p>F. Assignment of EL students based on teacher authorization.</p> <p>G. Assignment for elementary and secondary level EL students based on EL proficiency (e.g., SEI are B, EI, I; ELM are EA, A).</p>	<p>Ongoing</p> <p>DE, DS, DLS, PR, T/ Ongoing</p>	<p>ELF Counselrs Class Rost CELDT Data</p> <p>Prog Rep Trans Mtls</p>	<p>Printing Trans Clas Hrly</p>	<p>LCFF</p> <p>10,000 LCFF, TI/III S/D</p>
<p>H. Provide comprehensible progress reports, parent-teacher conferences, standards-based report cards, ELD standards, site and district parent meetings.</p>	<p>DE,DS, PR,T, ESC Annually</p>	<p>Key Data</p>	<p>Contract</p>	<p>Services of Current Contract</p>
<p>I. Annual use of ELSSA to adjust programs for ELs in order to evaluate effectiveness of EL program and adjust staff development, EL program implementation and parent/family engagement.</p>	<p>ESC, PR,T Ongoing</p>	<p>EADMS Min Days Sub/Hrly</p>	<p>Contract</p>	<p>Services of Current Contract</p>
<p>J. Districtwide quarterly review of EL data will be used for district and site-based analysis in order to ensure standards alignment to instruction.</p>	<p>PR,T Ongoing</p>	<p>EADMS Min Days Sub/Hrly</p>	<p>Contract</p>	<p>Services of Current Contract</p>
<p>K. Formative assessment data will be used to monitor EL progress and adjust ELD lessons and strategies for ELs based on performance, grades, and short-cycle assessments.</p>	<p>DE, DS, ESC,DLS, PR/ Sept/ Ongoing</p>	<p>Teacher DataBase Certific ELRT, ELF, SD</p>	<p>Travel Req Purch Ord Contract Tch Hrly</p>	<p>1,000,000 LCFF, TI/II/III S/D</p>
<p>L. Provide Sheltered Instruction Observational Protocol (SIOP), Standards-Based instructional strategies for English Learners, integrated and designated ELD support, and other district supported trainings in both language arts and mathematics for differentiated instruction.</p>	<p>DE,DS, PR,T, ESC Jun</p>	<p>West Ed Doc ELA/ELD Frmwrk</p>	<p>Sub/Hrly Print</p>	<p>Title I/II/III LCFF</p>
<p>M. Administrators, ELA/ELD TSAs, resource teachers, and teachers will use and have training on ELD/ELA/Math standards and the correlation of ELD to the ELA standards. CELDT blueprints and RTQs will be part of staff development and staff meetings.</p>	<p>DE, DS, DLS, PR,ESC Sept/ Ongoing</p>	<p>Staff Mtg Agen/Min Protocols Staff Dev</p>	<p>Coach Sal</p>	<p>100,000 LCFF, T I/III</p>
<p>N. Monitor and support integrated and designated ELD implementation through use of collaborative teaming (include language support), data analysis (including CELDT), pacing, and use of lesson plan protocols as well as content checklists with instructional TSA/coach support with English Learner emphasis.</p>	<p>ASE, DE,DS, PR,T, ESC Ongoing</p>	<p>Walkthrus Obs Tools</p>		
<p>O. Reflection tool will be used during classroom walkthroughs to address use of core materials, alignment</p>				

to ELA/ELD and math standards, use of scaffolding strategies, and staff development implementation.	ASE,DFP ESC,PR Annually			
P. Annual SMART goals and improvement plans to address services in ELD/ELA/Math based on data analysis and walkthrough observations.		SPSAs SBCP Mtg		

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.

Description of Specific Actions to Improve Extension of Learning Activities	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<u>Extended learning time</u> A. Monitor site plans for focused learning opportunities outside the instructional day that provide access to grade-level core instruction.	ASE, DE, DS, PR/ Sept	Site Plans Stud Atten		
B. Provide extended day and summer materials that are aligned to standards-based instruction.	DE, DS, PR/ Aft Sch/ Summer	HM Math HM ELA Inventory	Purch Ord	10,000 Title I S/D
C. Maintain and expand zero-periods, tutorial classes, 7-8 periods, expanded high school summer course offerings and credit recovery classes , Saturday school, after-school, and/or before school ELO programs for special education, English learner, retained, at risk of retention students.	ASE, DE, DS, AES, PR/ Sept/ Ongoing	Teacher Hourly Odyssey	Per Req Odyss Software Sum Sections	650,000 Title I LCFF
D. Expand preschool program and TK-1 transitional activities through school readiness.	DE, SPS/ Sept/ Ongoing	Addl Prog Agen/Min Trans Act	Staff Sal Instr Mtls.	100,000 Title I/ LCFF
E. Provide supplemental ELD materials for extended day and summer school instructional programs and strategic intervention materials for students with disabilities.	DE, CLS/ Sept/ Ongoing	HM ELD Ext Contract		

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies.

Description of Specific Actions to Promote Parental Involvement	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p><u>Parent and community</u></p> <p>A. Ensure that information sent out to parents is written or presented in a comprehensible manner in order to give equal access of information to all parents (i.e., translation, web-based information, and automated calling).</p> <p>C. Inform parents about the standards-based system (e.g., grade-level expectations for proficiency, data reporting for SBAC and local UoS assessments, and available interventions in reading, language arts DIBELs, and mathematics for students needing assistance).</p> <p>D. Ensure that all parents (grades TK-12) are informed on a regular basis of their students' academic progress (e.g., parents receive at least a 9-week progress report, parent/teacher conferences, informed if student is at risk of not being promoted to next grade level, failing a subject course, etc.).</p> <p>E. Monitor district and site plans for inclusion of parent involvement that reflect district policy and include expectations for annual training in curricular and budgetary decision-making (e.g., site-based Title I policies in SPSAs, district-based Title I policy included as attachment)</p> <p>F. Monitor district and site plans for inclusion of resources and opportunities to all parents including strategies for students with disabilities and English learners to support their children's academic success (e.g., family literacy, family math/science events, workshops on support for learning at home, access to daily/weekly homework assignments, Latino Family Literacy Project, Vocabulary workshops, and viable parent/family resource centers, CPAC, etc.).</p> <p>G. Provide parent education classes at site that support parent engagement determined by parent research practices and needs assessment. (i.e., Epstein's six types of parent involvement, strategies through Family Involvement Network (FIN), CABE, Café Literario, Parent Leadership Development, Parent Empowering Parents.)</p>	<p>ASE, DE, DS, DLS, PR/ Ongoing</p> <p>ASE, DE, DS, PR Nov/ Ongoing</p> <p>ASE, DE, DS, PR/ Nov/ Ongoing</p> <p>ASE, DE, DS, DFP, PR/ Ongoing</p> <p>ASE, DE, DS, DFP, PR/ Ongoing</p> <p>ASE, DE, DS, PR/ Ongoing</p>	<p>Trans Mtls.</p> <p>Stand Mtls Par Ltrs Par Mtls</p> <p>Par/Tchr Confer Prog Rep</p> <p>ParTrng SSC ELAC Agen/ Min SPSA</p> <p>Par Resour Par Center Agendas Minutes SPSA</p> <p>ParTrng SBCP Mtg FIN Mtg</p>	<p>Trans Ser Printing Par Call Sys</p> <p>Printing</p> <p>Printing</p> <p>Printing</p> <p>Resource Mtls Printing</p> <p>Tch Hrly</p>	<p>25,000 Title 1/III TII S/D LCFF</p> <p>10,000 Title I, LCFF S/D</p> <p>10,000 Title I PI LCFF</p> <p>5,000 Title I PI, LCFF</p> <p>10,000 Title I PI/III LCFF</p> <p>Title I SD/PI Title II/III LCFF</p>

9. Incorporate strategies that support increased graduation rate, credit recovery, and dropout prevention as well as enrollment in AP courses.

Revised 12.01.05; 11.01.07; 06.16.08; 08.05.09; 01.21.10; 01.24.11; 02.06.12; 09.30.13; 10.30.14; 06.22.15; 6.27.16; 6.26.17

Please describe those activities and how you will incorporate them.

Description of Specific Actions to Improve Extension of Learning Activities	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p><i>Goal 5: The graduation rate will increase, dropout rate will decrease and the percentage of English learners in AP courses will increase.</i></p> <p><u>Increase graduation rates</u></p> <p>A. Monitor and ensure placement in classes appropriate to EL student’s language level.</p> <p>B. Monitor credit attainment of EL students. For those students credit deficient, credit recovery options will be offered summer and at site.</p> <p>C. Staff will communicate the importance of staying in school to students and parents, beginning in middle school and offer alternative settings like AAA Academy or Rivercrest Online Academy.</p> <p>D. Provide increased credit recovery options for all students who lack the credits required to graduate (AAA Academy, credit recovery at each high school).</p> <p><u>Increase enrollment in AP courses</u></p> <p>A. Train guidance coordinators in use of data reports to identify and place EL students in AP courses.</p> <p>B. Create data reports indicating which EL students meet criteria as potential for success in AP classes.</p> <p>C. Identify students and provide workshops for both parents and students that communicate the benefits of AP classes.</p>	<p>ASE, DS, PR, GC</p> <p>DS, GC PR</p> <p>PR, T Beg/End Yr</p> <p>DS, PR, GC</p> <p>DS,PR, GC Jun Ann</p> <p>AT, DS,GC Jun Ann</p> <p>DS,PR,T,CC</p>	<p>Zangle Rep Stud Sch</p> <p>Zangle Rep Stud Sch Cred Rec</p> <p>Teacher Hourly Agen/Min</p> <p>Cred Rec Pr Stud Sch</p> <p>EADMS Zangle Rep</p> <p>EADMS Zangle Rep</p> <p>Zangle Rep Stud Sch Agen/Min</p>	<p></p> <p>Cred Rec Contract-Summer GC Hrly</p> <p>Tchr Hrly Print</p> <p>Cred Rec Contract Site-level</p> <p>GC Hourly</p> <p>Print</p> <p>Tchr Hrly Print</p>	<p></p> <p>33,000 LCFF Title III</p> <p>Title I/II/III LCFF</p> <p>90,000 LCFF Title I</p> <p>1,500 LCFF</p> <p>1,500 LCFF</p>

Legend for Persons Involved:

- | | |
|---|---|
| ASE=Assistant Superintendent of Ed Services | ASP=Assistant Superintendent of Personnel |
| DE=Director of Elementary Education | DS=Director of Secondary Education |
| DP=Director of Personnel | AES=Administrator of Education Support |
| DFP=Director of Funding & Program Acct. | DLS=Director of Language Services |
| AT=Administrator of Technology | PR=Principal APR=Assistant Principal |
| SPS=Supervisor of Head Start/Preschool | Para=Paraprofessionals |
| ESC=Education Services Committee | GC=Guidance Coordinators |
| CS=Counselor T=Teacher A=Assessment | |

Appendix A

DISTRICT TITLE I PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

Jurupa Unified School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with federal Title I programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the federal requirements and each include, as a component, a school-parent compact.
- The school district will incorporate this district wide parental involvement policy into its LEA plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I schools in decisions about how the 1 percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in federal guidelines.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Jurupa Unified School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - By way of district advisory groups, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).

- Through actions outlined in the district’s Local Educational Agency Plan (LEAP)
2. Jurupa Unified School District will take the following actions to involve parents in the process of school review and improvement:
 - By way of site advisory groups, School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented advisories, and Special Education advisories.
 - An annual meeting of parents will be held to describe the school sites’ Title I program. The meeting will include provision of timely information about the program and will outline the process for communicating with parents through the year.
 - A flexible number of parent meetings during the school year will be part of the process so that parents of participating students have an opportunity to advise on issues relating to the education of their children.
 - An annual survey of parents will be conducted at sites to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.
 - School leadership team and SSC will use annual evaluation results to plan the parent involvement program to support improvement and include goals and objectives that support parent involvement in Single Plans for Student Achievement (SPSA).
 3. Jurupa Unified School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - School leaders will determine who is responsible for the coordination of parent involvement activities at the site. It may be a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC. Persons responsible shall monitor the implementation of the parent involvement activities in the SPSA
 - Support will be provided through the DAC, DELAC, and district level committees.
 4. ***Jurupa Unified School District will coordinate and integrate parental involvement strategies with parental involvement strategies under the following other programs: Programs such as: Head Start, School Readiness, Parents As Teachers, and State-operated preschool programs, by:***
 - Coordinating beginning of the year orientations for transitional services of children and parents into the regular education program at the school sites.
 5. Jurupa Unified School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- By way of conducting annual district surveys of parents to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities in order to modify Local Educational Agency Plan (LEAP) and district policies.
 - By way of district advisory groups, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).
6. Jurupa Unified School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - how to monitor their child's progress, and
 - how to work with educators

Assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences in the fall and/or by mail at the secondary level including ongoing progress reports. Growth made during the year will be highlighted. Student progress in relation to state and local standards and in relation to national norms will be explained to parents including grade-level expectations for proficiency, data reporting for STAR and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.

School administrators and teachers will present information to SSC, ELAC, and Parent Teacher Association (PTA) and other parent support groups to assist parents in understanding the standards their children must meet and how their children's progress will be judged.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Materials and activities such as: Parents Make a Difference newsletter, Family Math/Science night, Family Reading, Homework night, ESL, Computer training, and viable parent/family resource centers.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Communication to staff and parents through site-level timelines, calendars, notifications, site newsletters, district Parents Make a Difference newsletter, Parent Fairs, School Based Coordinated Program (SBCP) meetings, SSC, PTA, ELAC, DELAC, and DAC.

- Appropriate roles for community organizations will be developed by every school and may include: Adopt-a-school, supporting academic excellence through awards and other recognition, supplying the school with needed materials, equipment, career information and role modeling.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, School Readiness, the Parents as Teachers Program, and state preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- E. The school district will take the following actions to ensure that information related to the school- and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- By way of translation support either at the school or district level and, as available, interpreters will be present to translate for parents at meetings conducted in English only.

Appendix B -

Elementary and Secondary Education Act – Local Educational Agency Plan Goal 2 Budget Update 2017-18

Total Title III Allocation: LEP \$583,282

LEP Administrative & Indirect Costs (2%): \$11,664

For each applicable Title III goal indicated on following pages, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

2017-18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 33-67090

LEA Name: Jurupa Unified School District

Fiscal Year: 2017-18

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.		
How the LEA will:		Persons Involved/Timeline (Optional)
Required Content	<p>Provide effective professional development:</p> <ul style="list-style-type: none"> EL resource teachers will provide coaching, demo lessons, and follow up on effective integrated and designated ELD instruction through ongoing support and implementation throughout the year with 1.9 FTE EL resource teachers (one newly hired). Instructional coaches also provide workshops, coaching, demo lessons, and follow up on effective integrated and designated ELD instruction Staff development was provided for all teachers on new ELA/ELD adopted McGraw Hill materials Wonders/Maravillas (parallel Spanish program for Dual Immersion program) with additional support through alignment and integration into Units of Study. Teacher release time and negotiated collaboration time to analyze and identify appropriate differentiated and intervention supports for our EL students and are reported through protocols that are submitted to principals for review of results and progress. 	<p>Language Services Director EL Resource teachers Instructional Coaches PD Coordinator All Teachers</p>

<p>Implement effective programs and activities:</p> <ul style="list-style-type: none"> • Dual Immersion Program TK-6 at Stone Avenue, Sunnyslope, Pedley (newly added), and Jurupa Middle with site-based supplemental ELD and Spanish classroom materials. • Early Literacy, Primary, Strategic, and Intensive ELA/ELD intervention teachers who provide differentiated ELA/ELD strategies that address language development and differentiation for EL student needs in push-in and pull-out instructional settings. • New Early Literacy Teacher on Special Assignment (TSA) will provide support for early literacy and primary intervention, with focus on daily routines, monitoring of student progress, and Tier 2 academic support for students in English mainstream and DI classrooms. 	<p>Dual Teachers Early Literacy Teacher and RCOE Consultant Intervention Teachers</p>
<p>Ensure English proficiency and academic achievement:</p> <ul style="list-style-type: none"> • Explicit identification of ELD standards in Units of Study (UOS) aligned to priority standards will be completed through UOS committee work next year. New ELD materials and differentiated instructional strategies will also be identified in UOS resources. • During education services meetings, staff will review data (disaggregated by subgroups) and analyze the effects of instruction and interventions to best meet the needs of all students. • Each school principal will use an observational tool to monitor the implementation and effectiveness of teachers, of both integrated and designated EL differentiation strategies, and daily systematic and explicit instruction of foundational skills in K-3 classrooms. Principals will work collaboratively with education services and their peers to analyze and review progress results. 	<p>Elementary Director Language Services Director Principals</p>

	<p>Promote parent, family, and community engagement in the education of English Learners: This year, we have expanded and promoted our outreach efforts through services of a Director of Parent and Community Outreach. Some of the programs and services provided include:</p> <ul style="list-style-type: none"> • Addition of two new positions; a 0-5 social worker and an outreach worker. Both employees are bilingual, conduct home visits, provide referrals for health and wellness services and assist parents to better support their student's and family needs. • Parent programs include PELI, Café Literario, Nurturing Parenting, ABC Music & Me, ABC Music & Me Baby Program, Latino Family Literacy, Parent Child Home Program, Dinosaur School, Parents as Leaders (PALS), Action Team for Partnership (ATP), Dad's University, Common Sense Parenting, Protecting Our Youth, and Triple P. 	Parent Involvement Director Social Worker/Outreach Worker
LEAs receiving or planning to receive Title III English learner funding may include authorized activities.		Persons Involved/Timeline
Other Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learner students</p> <ul style="list-style-type: none"> • New state-adopted Secondary ELA/ELD instructional materials to support language instruction and differentiation for our EL students <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities</p>	

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline
Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities</p>	

