Title III Year 11 Improvement Plan Southern Kern Unified School District

Local Education Agency (LEA) Plan Information		Title III Year 2
	X	Title III Year 4

Name of LEA: Southern Kern Unified School District

County District Code: 15-63776

Address:	3082 Glendower St.		
City:	Rosamond, CA 93560	**Zip Code**	93560

Contact Person:
Any inquiries concerning this plan should be directed to the attention of:

Leanne Hargus	Associate Superintendent			
Print Name	**Title**			

Phone:	(661) 256-5000	**Fax:**	(661) 256-6974	**E-Mail**	lhargus@skusd.k12.ca.us

Certification:

By submission of this document with the local Title III Improvement Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan's original signed copy of this assurance page is on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge information contained in the Plan is correct and complete. Legal assurances for all programs area accepted as the basic legal condition for the operation of selected projects and programs and copies of this assurance page is retained onsite. I certify that we accept all general and program specific assurances for Title I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this Title III section of the LEA Action Plan are on file, including signature of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

The LEA also agrees that the revised/finalized Title III Improvement Plan will be posted on our LEA website and will be found at the following URL:
http://www.skusd.k12.ca.us

Signatures:

	Jeffrey Weinstein	6/17/2015
Signature of Superintendent	**Printed Name**	**Date**
	Patrick Reader	6/17/2015
Signature of Board President	**Printed Name**	**Date**
	Leanne Hargus	6/17/2015
Signature of Assistant Superintendent	**Printed Name**	**Date**

Directions: Complete Parts A and B upon initial notification of having not met Title III Annual Measurable Achievement Objectives (AMAO 1,2, and 3) for 2 or 4 years.

Complete Parts C and D when the Needs Assessment is completed, and the LEA team has collected evidence to verify the factors that prevented the LEA from meeting the AMAOs. These factors verified from evidence help to select appropriate goals for the Title III Improvement Plan.

Submit this document and the Needs Assessment to the Title III Regional COE Lead.

Date Submitted		Date Reviewed:	
Name of Regional COE Lead:		Elva Hennessee, Region 8 Kern County Superintendent of Schools	

Part A: Initial LEA, Student demographics, and Title III Contact Information

Name of LEA lead:	Leanne Hargus		**Contact Person:**		Leanne Hargus
LEA CDS Code:	15-63776		**Telephone:**		(661) 256-5000x1118
Region #:	8		**Email:**		lhargus@skusd.k12.ca.us
Number Students Enrolled in LEA	3, 100		**Program Improvement:**	Yes X	No
EL: (# of students)	482		**If yes, how many years in PI:**	11	
Immigrant: (# of students)	109				
Title III Funding Amount:	$0.00		**Consortia:** Yes	No	X
Immigrant Funding Amt.:			**(Please attach a list of members.)**		

Part B: Student Achievement Accountability History

Check AMAO(s) failed in : 2010-2011	X	**AMAO 1**	X	**AMAO 2 Cohort 1 : <5 Yrs.**		**AMAO 3 ELA**
			X	**AMAO 2 Cohort 1 : >5 Yrs.**		**AMAO 3 Math**
Check AMAO(s) failed in : 2011-2012	X	**AMAO 1**		**AMAO 2 Cohort 1 : <5 Yrs.**	X	**AMAO 3 ELA**
				AMAO 2 Cohort 1 : >5 Yrs.	X	**AMAO 3 Math**
Check AMAO(s) failed in : 2012-2013	X	**AMAO 1**		**AMAO 2 Cohort 1 : <5 Yrs.**	X	**AMAO 3 ELA**
			X	**AMAO 2 Cohort 1 : >5 Yrs.**		**AMAO 3 Math**
Check AMAO(s) failed in : 2013-2014	X	**AMAO 1**	X	**AMAO 2 Cohort 1 : <5 Yrs.**	X	**AMAO 3 ELA**
			X	**AMAO 2 Cohort 1 : >5 Yrs.**		**AMAO 3Math**

Part C: As a result of *findings* in completing the **Needs Assessment,** identify the curriculum, method of instruction, and programs that are targeted in your Plan.			
Curriculum Areas		**Programs and Methods**	
X	English Language Development **(AMAO 1&2)**	X	ELD Program
X	English Language Arts **(AMAO 3)**	X	Reading/Math Intervention Programs
X	Mathematics **(AMAO 3)**		Structured English Immersion Program
X	Other Core?	X	English Mainstream Program
X	Other Non-Core?		Alternative Program
		X	Immigrant Program
			Parent Outreach/Involvement Programs
		X	Teaching Strategies/Methods (PD)

Part D: As part of the **Needs Assessment** verifying from evidence the factors that prevented the LEA from meeting the AMAOs, identify the state and local tools used to review student achievement and instructional programs.	
Results (tools) Accessed/Used:	**LEA Local Results (tools) Access/Used:**
X **Academic Program Survey (APS)**	X **Staff Survey**
X **District Assessment Survey (DAS)**	**Parent Survey**
Inventory of Service and Support (ISS)	X **Strategic Planning Results**
	Other = CST, CMA, CELDT, CAHSEE data, graduation dropout rates. Classroom visits to elementary, middle, and high school, meetings with district site staff.

Comments: Data from the ELSSA, APS and DAS is still current and applicable from original date of March 2013.

Goal 1 Description: Goal 2 A AMAO 1

Description: All limited -English-proficient students will make annual progress in learning English meeting or exceeding the annual State target for AMAO 1 of 60.5% in 2014-2015 school year.

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1. Strategy

Title: Accountability for ELD Instruction

Description: Hold schools accountable for ELs making annual progress in learning English (AMAO 1). The district has purchased the ELD program, Developmental Center, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS)for grades K-5. Daily implementation of ELD instruction K-5 will be required and monitored by site administrators weekly and district administrators quarterly. EL secondary 6-12 grade students' will be provided daily ELD classes, special English support classes, and grade level content classes delivered through SDAIE as appropriate to the EL student needs addressing the ELD needs of all ELs including newcomers and Long-Term EL students. Train staff in the new CCSS and ELD standards and train in how to unpack the standards.

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1. Action Step

Title : Use the district adopted ELD program

Description:

Use the district adopted Developmental Studies Center, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) for grades K-5 for ELD. Continue to train new teachers and para educators, implement program and monitor EL student progress in attaining English proficiency with SIPPS assessments and illuminate data system assessments.

02/01/2013   09/15/2015

Start Date   **End Date**

Timeline Notes: District teachers K-5 trained in 02/13. Continuous training required as new certificated staff and para educators are hired. Principals and district staff will monitor program implementation.

Audience: PD has been provided to K-5 teachers. Teachers K-5 are responsible to implement daily, principals to monitor weekly.

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

                                T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Provide daily ELD and	Provide EL secondary 6-	Secondary principals will	8/07/14-6/15/16	Completed/Ongoing
Monitor the daily delivery	Monitor the daily delivery	Associate Superintendent,	8/12/15-6/15/2016	In progress
Plan daily delivery of ELD	Monitor the ELD instruction	Associate Superintendent,	8/12/2015-6/15/2016	In progress
Train staff in CCSS and	New ELD standards	Associate Superintendent	8/12/15-6/15/2016	In progress

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Budgeted Item

Title : Purchase SIPPs as needed. Continue to train teachers in use of programs

1. Purchase additional SIPPS materials as needed.
2. Train staff as needed. Substitute teachers may be an added cost.

Funding Sources: (Before you can select a funding source,
the district must have entered the funding source into CAIS,   Title III
so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	Unit Cost: (How much is each one?)
Budget Cost: (Enter the amount) $5,000.00	**Actual Cost:** (Entered later)

Goal 2 Description: Goal 2 B AMAO 2

Description: An increasing percentage of English Learners will attain English language proficiency annually.

- By June 2016, Southern Kern Unified School District will meet or exceed targets for English Learners in language instruction programs fewer than 5 year attaining English language proficiency.
- By June 2016, Southern Kern Unified School District will meet or exceed targets for English Learners in language instruction educational programs 5 or more years attaining English language proficiency.

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1. Strategy

Title: Hold schools accountable for ELs attaining English proficiency.

Description: Monitor the progress of EL students becoming proficient in English based on the Annual CELDT and IPT assessment meeting or exceeding AMAO 2 targets annually by analyzing district data and disaggregating the data by school to monitor EL students by site. Generate a list of EL students who have been with the district 4 or more years and 5 or more years who are not English proficient and hold sites accountable for providing intensive additional support for these students. Provide Educational Services with individual intervention plan. Meet annually at each site and hold an English Learner Review with the site principal, EL Coordinator, leadership team members and other staff with relevant information. Review the CELDT scores and identify students not making growth expectations for AMAO 2. Share interventions tried and develop a placement plan and interventions to be implemented the first quarter of the 2015-2016 school year.

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1. Action Step

Title : Monitor ELs becoming proficient in English.

Description:

monitor the progress of El students becoming proficient in English based on the annual CELDT assessment meeting or exceeding AMAO 2 targets annually by analyzing district data and disaggregating the data by school to monitor EL students by site.

05/13/2013   05/30/2016

Start Date   **End Date**

Timeline Notes: Fall and Spring of each year the Associate Superintendent and the EL Coordinator will meet with the site principals, leadership teams and key teachers.

Audience: Associate Superintendent, Site Admin K-12, El Coordinator and Teachers

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   T3Y2

                                     T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Identify Long term ELs and	Annually generate a list of	Associate Superintendent,	09/01/2013-5/30/2016	Complete/On going
Hold an English Learner	Meet annually at each site	Associate Superintendent,	09/30/2015	In progress
Hold a review no later than	Hold a review no later than	Associate Superintendent,	10/31/2015	In progress

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Budgeted Item

Title : IPT Assessments, Illuminate Data Management System

The district will contract with Illuminate Data System to provide on-going assessment access and report generation support to total district and site staffs as needed to run reports, disaggregate data by EL subgroups and analyze the results in order to make program adjustments and plan effective instruction for EL students.

Funding Sources: (Before you can select a funding source,
the district must have entered the funding source into CAIS,   Title III, Title I, Title II
so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $25,500.00	**Actual Cost:** (Entered later)

Goal 3 Description: Goal 2C AMAO 3- AYP in ELA

Description: An increasing percentage of English Learners will attain proficiency in Reading/Language Arts annually.

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1. Strategy

Title: Implement standards based-aligned CCSS ELA instruction.

Description: Fully implement and monitor the daily effective use of all district adopted standards-aligned or CCSS aligned ELA/ELD instructional programs, including interventions for all students including ELs K-12 as appropriate to their needs. Expand the use of Scholastic, READ 180 as appropriate for intensive intervention (4-12) delivered with SDAIE strategies and differentiated instruction to meet the needs of each English Learner. Ensure EL students have full access to the core program of instruction with strategic support or an intensive reading intervention. Provide content specific courses in 6-12 grades (ELA, H/SS, science and math) designed to scaffold English for EL students. Monitor the R/ELA instruction of EL students during district and site visits to classrooms by the principal and district administrators. Monitor the secondary master schedules to ensure that the EL students are provided the courses needed to master ELA content including additional CAHSEE support classes.

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1. Action Step

Title : Implement standards-aligned CCSS ELA instruction.

Description:

Fully implement and monitor the daily effective use of all district adopted standards aligned E/RLA core and interventions for all students including ELs K-12 using Houghton Mifflin: Reading A Legacy of Literacy (K-5) Houghton Mifflin (6-8) and Pearson Common Core Literature 2015 (Grades 9-11). In addition fully implement Developmental Center SIPPS K-5, Hampton Brown High Point grades 6-8, expanding the use of Scholastic READ 180; System 44 and full program as appropriate for intensive intervention (6-12) delivered with SDAIE strategies and differentiated instruction to meet the needs of each EL Learner.

08/01/2013   5/30/2016

Start Date   **End Date**

Timeline Notes: All teachers are required to teach using the core ELA and ELD district adopted curriculum daily beginning immediately and continuing through the length of the adoptions. Principals will be in classrooms and monitor weekly and district master schedules from both middle and high schools will be submitted to the district for review in the spring each year with the final master schedule on file by August of each year. Mid-year changes in the master schedules will also be submitted for review and approval mid-year.

Audience: Associate Superintendent, EL coordinator, Site Admin. K-12, Teachers

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

          T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Submit El Catch-up and	Submit EL Catch Up and	Associate Superintendent,	05/30/2016	In Progress
Provide content specific	Provide content specific	Site Admin. 6-12; Associate	5/30/2016	In Progress
Monitor the R/ELA	Monitor the R/ELA	Associate Superintendent,	5/30/2016	In Progress
Monitor the secondary	Monitor the secondary	Associate Superintendent,	5/30/2016	Completed/Ongoing
Select CCSS R/ELA with ELs	Continue to consider the	Associate Superintendent,	5/30/2016	In Progress

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Budgeted Item

Title :
Support full use of adopted programs
1. Fund new CCSS materials when available
2. Expand READ 180 6-8, 9-12

The district will use Title III, and Title I

Funding Sources: (Before you can select a funding source,
the district must have entered the funding source into CAIS,   Title III and Title I
so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $75,000.00	**Actual Cost:** (Entered later)

Goal 4 Description: Goal 2C AMAO 3- Mathematics

Description: By June 2016, the percentage of English learners attaining proficiency will increase by 10%, as measured by the district created benchmarks and SBAC reports, in order to move toward stated defined expectations for proficiency in math.

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1. Strategy

Title: Implement standards -aligned /CCSS math instruction

Description: Implement and monitor daily use of district adopted standards aligned math core and interventions for all students including ELs K-12. Purchase a math intervention program for grades 4-7 to be used in addition to the core math to meet the needs of students more than two years below in math. Ensure that EL students have full access to the core program of instruction with strategic support or intensive math intervention program in order to master grade level standards in math at grade 4-7 level. Follow district EL Master Plan at grades 6-12 grades to ensure EL students have full access to the core math classes with support classes as needed to have access to intensive math intervention in grades 6, 7, Algebra readiness grades 8-10 or Pre-Algebra grade 8 if needed. monitor math instruction of EL students during classroom visits. Monitor secondary master schedules to ensure EL students are provided with the courses needed to master math content.

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1. Action Step

Title : Purchase math intervention program for grades 4-7

Description:

Purchase a math intervention program for grades 4-7 to be used in addition to the core math above to meet the needs of students more than two years below in math. Ensure that EL students have full access to the core program of instruction with strategic support or intensive math intervention program in order to master grade level standards in math at the 4-7 grade level.

08/01/13   5/30/2016

Start Date   **End Date**

Timeline Notes: District needs to identify and purchase a math intervention program. Master schedules will reflect appropriate placements of EL students in core, strategic and intensive math courses based on need.

Audience:

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

                              T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
El students have access to	Follow EL master Plan at 6-	Associate Superintendent,	5/30/2016	In progress
Monitor the math		Associate Superintendent,	5/30/2016	In Progress
Monitor the secondary		Site Admin. 6-12, Associate	5/30/2016	In Progress
Consider needs of ELs for		Site Admin. 6-12, Associate	05/01/15	Completed/ongoing

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Budgeted Item

Title :
Purchase a math intervention program and provide support
1. Purchase a math intervention program grades 4-7
2. Provide core plus support math classes

Purchase a math intervention program for grades 4-7 to be used in addition to the core math to meet the needs of students more than two years below in math ensuring that EL students have full access to the core program of instruction with strategic support or intensive math intervention program in order to master grade level standards in math at the grade 4-7 level. Provide core plus support math classes for EL students built into master schedules at middle and high school as needed.

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS,   Title III, Title I so that it will show up in this menus in CAIS.)

Quantity:
(How many?)   TBD

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $15,000.000	**Actual Cost:** (Entered later)

Goal 5 Description: Goal 2D Professional Development

Description: High Quality Professional Development: The District will fully train and support the districts teachers, administrators, and other personnel to provide research-based instruction and assessment for ELs.

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1. Strategy

Title: Provide high quality training for all staff.

Description:

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1. Action Step

Title : Train staff in research-based instruction for ELs.

Description:

Train teachers in the development of EL student receptive and productive language in all classes. Include content classes and instruction in supporting student production of oral language with substantial talking opportunities. Train principals and district administrators how to monitor R/ELA and math instruction of EL students during site and district visits to classrooms using the district walk through form modified to include effective instructional strategies that support EL students including SDAIE, content and language objectives, frontloading, and academic vocabulary. train and monitor principals in developing a master schedule to implement the appropriate number and type of courses needed to meet the needs of ELs. train principals to monitor teachers' use of data to regularly include disaggregation for their EL students in order to do effective progress monitoring. train principals to implement a plan for teachers to discuss with their students the importance of CELDT.

02/01/2013   5/30/2016

Start Date   **End Date**

Timeline Notes: District teachers K-5 trained 2/13, and SIPPS program implemented. Principals and district staff will monitor implementation of strategies.

Audience:

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

                                T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Train content teachers in	Train teachers in receptive	Associate Superintendent,	5/30/2016	In progress
Train administrators to	Train principals and district	Associate Superintendent,	5/30/2016	In progress
Train principals to monitor	Train principals to monitor	Associate Superintendent,	5/30/2016	In progress
Plan to discuss CELDT with		Associate Superintendent,	5/30/2016	In progress

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Budgeted Item

Title :
Train Teachers and site administrators
1. Train teachers in methods and strategies to teach EL students
receptive and productive language skills.
2. Train district and site administrators to monitor instruction of ELs,
data use by teachers to monitor EL student progress.

Funding Sources: (Before you can select a funding source,
the district must have entered the funding source into CAIS,   Title II, Title III, Title I
so that it will show up in this menus in CAIS.)

Quantity:
(How many?)   100% of teachers, admin.

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $100,00.00	**Actual Cost:** (Entered later)

Goal 6 Description: Goal 2E Parent and Community Participation

Description: The District will promote and train parents of English Learners and the community to be involved in the education of ELs.

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1. Strategy

Title: Promote parent participation in programs for ELs

Description: Promote parent and community involvement through the site English Learner Advisory Committees (ELACs) at all sites and a District English Learner Advisory Committee (DELAC). Hold parent trainings throughout the year to give parents opportunity to learn about and give input into the goals of the district for ELs, common core state standards, new ELD standards and their impact on the education of all students including ELs.

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1. Action Step

Title : Promote parent and community involvement.

Description:

Continue to promote parent/community involvement through site English Learner Advisory Committees (ELACs) at all sites and a District English Learner Advisory committee (DELAC) for the district. Hold district level parent trainings throughout the school year to give parents and community opportunities for specific trainings in goals of the district for ELs, common core state standards, new ELD standards, and their impact on the education of all students including ELs. Provide parents and community members opportunity for input including issues that impact but not limited to the needs of the English Learner students.

08/01/13   5/30/2016

Start Date   **End Date**

Timeline Notes:

Audience:

X   **Requires Funding?** (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

X   **Professional Needed?** (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

                                       T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Promote active ELACs and	Continue to promote	Associate Superintendent,	05/30/2016	In progress
Hold district level parent	Hold district level parent	Associate Superintendent,	05/30/2016	In progress
Provide parents and	Provide parents and	Associate Superintendent,	5/30/2016	In progress

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Budgeted Item

Title : Parent and Community training throughout the year and opportunities for parental involvement and input

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS, so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $6,500.00	**Actual Cost:** (Entered later)

Goal 7 Description: Goal 2F Parental Notification

Description: Parental Notification: The District will meet all parent notification requirements under 20 USC 6312 [g] as documented by the parent letters for 2012-2013, 2013-2014, and 2014-2015

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1. Strategy

Title: Plans to meet EL parent notification requirements.

Description: The LEA plan to notify parents is outlined in the district's EL Master Plan. Parents are informed if their child tested as an English learner and are informed of the program choices along with the results of the language assessment including the student's level of English proficiency in writing in a language and format understandable to them. Parents are informed of the optimal program placement for the student based on strengths and needs of the student. The ELD program is explained to the parent and told the student is eligible for services until he/she meets reclassification criteria to e considered fluent English proficient. parents are informed of the language assessment results of all English learners in special education and told that their child will have specific linguistic goals with an IEP. Parents are notified that they have the right to request a program change at any time.

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1. Action Step

Title : Notify parents of ELs about program options

Description:

Follow the district's EL Master Plan to notify parents if their child tested as an English Learner, what program options include and the most optimal program for their child based on the students strengths and needs. In addition, parents are informed about the English Language Development program. Students who qualify for special education services are given specific linguistic goals on their IEP. Parents are notified that they have the right to a program change at any time.

08/01/2013   05/30/2016

Start Date   **End Date**

Timeline Notes:

Audience:

Requires Funding? (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

Professional Needed? (Check the box if professional development is needed to accomplish the step.

Tags: (select one)

T3Y2

T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Notify parents of ELs	The LEA-wide plan to notify	Associate Superintendent,	05/30/2016	Completed/ On going
Give parents assessment	Provide parents results of	Associate Superintendent,	05/30/2016	Completed/On going
Explain ELD in each	Explain the English	Associate Superintendent,	05/30/2016	Completed/On going
Inform parents that EL	Inform parents that the	Associate Superintendent,	05/30/2016	Completed/On going

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Budgeted Item

Title :

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS, so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)   **Unit Cost:** (How much is each one?)

Budget Cost: (Enter the amount)   **Actual Cost:** (Entered later)

Goal 8 Description: Goal 2 G Services for Immigrant Students

Description:	The percent of migrant students proficient or above on the ELA SBAC will increase in 2015 and increase by 5% in each consecutive year. The percent of migrant students proficient or above on the mathematics SBAC will also increase in 2015 and increase by 5% in each consecutive year, 2016, 2017. The 2015-2016 academic progress of migrant students will be monitored at each site by the principal designee through progress on district assessments, grades, and completion of high school graduation requirements.

1. Strategy

Title:	Accountability for the achievement of immigrant students
Description:	Provide migrant students instructional support in core programs with additional intervention support paid for from general funds, Title III before services are required through the migrant program. Ensure preschool students are enrolling in kindergarten as soon as they are old enough to enroll. Provide a program for grades K-12 MEPs in the Migrant Extended Day and Migrant Summer School programs so they will achieve proficient or advanced on the CST in ELA and math especially grade 8 students in Algebra 1. Monitor grades 2-7 students in the Migrant Extended day and Migrant Summer School programs so they will achieve proficient or advanced on the SBAC in math. Ensure at least thirty-five percent of the MEP students in grades 2-8 move one CELDT level. Increase the number of MEP students who participate in the district's MEP program meet the district's course requirements/credit accrual and be back on track to graduate.

1. Action Step

Title : Provide migrant students instructional support.

Description:

Ensure that all migrant students are provided instructional support in the core program of instruction with additional strategic and intensive intervention support paid for from general funds, Title 1, and or Title III before services are required through the migrant program. Enroll pre-school students into kindergarten as soon as they are old enough and provide an after-school and summer school migrant program for grades K-12 migrant students to ensure they score proficient or advanced on SBAC in ELA and math and that they increase their CELDT level at least one level each year, enroll in a-g courses and increase their graduation rate.

07/01/2013	05/30/2016
Start Date	**End Date**

Timeline Notes:

Audience:

Requires Funding? (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

Professional Needed? (Check the box if professional development is needed to accomplish the step.

Tags: (select one)	**T3Y2**	
	T3Y4	X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Provide Migrant students	Ensure that all migrant	Associate Superintendent,	05/30/2016	Completed/ongoing
Enroll migrant students into	Ensure that preschool	Associate Superintendent,	05/30/2016	Completed/on going
Provide Migrant Extended	Provide a program for	Associate Superintendent,	05/30/2016	Complete/On going
Ensure MEP students		Associate Superintendent,	05/30/2016	Complete/On going
Increase the number of	Increase the number of	Associate Superintendent,	05/30/2016	Complete/On going

Budgeted Item

Title :
MEP Program
1. Services to MEP students as outlined above.

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS,   Migrant Title I part C so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	**Unit Cost:** (How much is each one?)	
Budget Cost: (Enter the amount)	$83, 056.00	**Actual Cost:** (Entered later)

Goal 9 Description: Goal 5A Increase Graduation Rates

Description: The District will increase its State graduation rate, and meet graduation rate targets for 2015 and 2016.

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1. Strategy

Title: Provide EL students support to ensure they graduate.

Description: Provide graduation/college information to all EL students. Monitor their academic performance, completion of graduation required classes, attendance and behavior. Do presentations on graduation requirements. Monitor EL junior and seniors passing graduation classes. Provide ELs at risk of not graduating weekly progress reports and a four week contract. Inform middle school ELs and their parents about graduation requirements. Provide 8th grade ELs and their parents time with high school staff to discuss graduation requirements. Develop a four year plan for high school tailored to students' goals. Hold annual parent workshops about the district graduation and A-G requirements. Provide a college/career counselor to meet with students to promote going to college, financial aid, and scholarships. Provide support to EL students as they go from elementary to middle to high school to ensure that they have the support needed to graduate.

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1. Action Step

Title : Support EL students to graduate from high school.

Description:

Ensure that high school administrators and teachers provide timely graduation and college information to EL students and monitor their academic performance, completion of graduation required classes (especially Algebra 1), attendance and behavior. Ensure that middle school staff continues to promote and engage EL students and parents in the activities designed to enable them to understand high school graduation requirements and college/career planning opportunities. Continue to provide Cal-SOAP (California Student Opportunity and Access Program) operated at Rosamond HS with a Peer Advisor is housed in the Career Center where students can make appointments or walk-in.

08/01/2013   05/30/2016

Start Date   **End Date**

Timeline Notes:

Audience:

    Requires Funding? (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

    Professional Needed? (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   T3Y2

                                    T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Inform students of courses	Continue classroom	Associate Superintendent,	05/30/2016	completed/on going
Monitor juniors and seniors	monitor juniors and seniors	Associate Superintendent,	5/30/2016	In progress
Tell 6-8 students of	Ensure that middle school	Associate Superintendent,	5/30/2016	In progress
AVID classes in grades 6-12.		Associate Superintendent,	5/30/2016	In progress
Develop 4 year plan with	Provide sessions for 8th	Associate Superintendent,	5/30/2016	Not begun
Continue to provide Peer	Continue to provide Cal-	Associate Superintendent,	5/30/2016	In progress

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Budgeted Item

Title : AVID Program

AVID program district wide in grades 4-5; 6-8; 9th grade for 2015-2016. District will continue to add grade levels until all staff are AVID trained K-12.

Funding Sources: (Before you can select a funding source,
the district must have entered the funding source into CAIS,
so that it will show up in this menus in CAIS.)

Quantity:
(How many?)   4 classes

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $50,000.00	**Actual Cost:** (Entered later)

Goal 10 Description: Goal 5 B Decrease Dropout Rates

Description: The District will annually decrease its Cohort Dropout rate by 2% from one year to the next according to the State data Quest website.

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1. Strategy

Title: Support and monitor students to graduate.

Description: Develop a monitoring system and provide interventions for specific students by grade level that are at risk of not graduating due to one or more of the following criteria: Failed Algebra 1, credit deficient, failed one or more core classes in one semester. provide credit recovery classes with before and afterschool classes and tutorials at both high schools. identify students at risk and develop an individual plan for keeping them in school. Provide alternative education services for students as appropriate in continuation high school and other programs. Provide summer opportunity for high school year 4 students who failed to graduate due to credits to take necessary classes.

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1. Action Step

Title : Develop monitoring and support systems.

Description:

Develop a monitoring system with an electronic data base and provide interventions for specific students by grade level that are at risk of not graduating. provide credit recovery, intervention and support classes for secondary students in ELA and math. provide at least one meeting each quarter with a college/career counselor or designated teacher, student, parent to monitor progress of all students in 11th and 12th grades who are in danger of not graduating. prepare a plan with student and parent to ensure high school graduation. Provide alternative education services for students and summer opportunity for high school year 4 students who failed to graduate.

08/01/2013   05/30/2016

Start Date   **End Date**

Timeline Notes:

Audience:

Requires Funding? (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

Professional Needed? (Check the box if professional development is needed to accomplish the step.

Tags: (select one)   **T3Y2**

                                        T3Y4   X

Task	Description	Responsible	Due Date	Status (Not Begun, In Progress, Completed, Suspended)
Develop a system to	Develop a monitoring	Associate Superintendent,	05/30/2016	Not begun
Provide credit recovery.	Provide credit recovery and	Associate Superintendent,	05/30/2016	Completed/On going
Monitor the progress of	Provide at least one	Associate Superintendent,	05/30/201605/30/2016	In progress
Provide alternatives to	Provide alternative	Associate Superintendent;	05/30/2016	Completed/On going

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Budgeted Item

Title :
Credit Recovery Classes offered before and after school, and summer
school credit recovery.
1. Staff salaries to cover these classes.

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS, so that it will show up in this menus in CAIS.)

Quantity:
(How many?)

Unit: (What is it?)	**Unit Cost:** (How much is each one?)
Budget Cost: (Enter the amount) $8,000.000	**Actual Cost:** (Entered later)