

JEFFERSON UNION HIGH SCHOOL DISTRICT
 CDS CODE: 41-68924

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM
 JULY, 2009

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than July 31, 2009**, is required to:

- 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. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved	Timeline	Estimated Cost	Funding Source
<p>Current Status:</p> <p>The Jefferson Union High School District (JUHSD) currently operates three comprehensive high schools, one alternative high school associated with the Coalition of Essential Schools, one continuation program and several small programs designed to serve special education students and students on probation. Over the years, a number of these schools and programs have been recognized for their success. Several years ago, Terra</p>				

ASE	Assoc. Supt. Education	DAC	District Advisory Council	DLT	District Leadership Team	PR	Principals
ASB	Assoc. Supt. Business	CPD	Coordinator of Prof. Dev.	DP	DAIT Provider	SAC	Subject Area Coord. ELA/math
BOT	Board of Trustees	CT	Coordinator of Testing	DSPED	Director of Special Education	SSC	School Site Council
CELSE	Coord. Of EL Assoc. Supt. Ed.	DCH	Department Chairs	DPPS	Director of Pupil Personnel Serv.	TE	Teachers
CN	Counselor	DIT	Director of Information Tech.	PT	Parents	VPG	Vice-Principal Guidance

Nova High School was identified as a **California Distinguished School** while **both** Oceana and Westmoor High Schools were recognized as **California Distinguished Schools** this past May. However, recent district-wide CAHSEE results have proven problematic for the District. A review of data reveals that, in the 2005-06 assessment cycle, the District's African American students failed to meet the 95% required participation rate in both the math and ELA content areas. A further review reveals that during the 2006-07 cycle, White students failed to meet the required participation rate in math while Students with Disabilities failed to meet the participation standard in both the math and ELA content areas. In addition, during the 2007-08 assessment cycle, Students with Disabilities and African American students both failed to meet the required participation rate in the ELA content area. This information is summarized in the chart listed below:

**CAHSEE Participation Rates
 Subgroups with less than 95% Participation**

District Subgroup	2005-06	2006-07	2007-08
African Am.	ELA – 89% Math – 88%		
White		Math – 90%	
SWD		ELA – 91% Math – 67%	ELA – 93%
African Am.			ELA – 94%

Preliminary data from the 2008-09 assessment cycle, however, reveals that participation rate requirements were met by the District, all schools and all numerically significant subgroups throughout the District.

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<p>At the same time, during the 2006-07 assessment cycle, Students with Disabilities did not meet the required proficiency rate in the ELA content area. During the 2007-08 cycle, English Learners failed to meet the required proficiency rate in that same content area.</p> <p>Normally, this data would have resulted in the District being placed into Program Improvement status. However, due to “errant data” in the Grade Span reporting area, this did not occur immediately. Discovered in the fall of 2008, this errant data has now been corrected. Accordingly, the JUHSD was identified as a Year 1 Program Improvement District in the spring of 2009.</p> <p>In addition, because their English Learner subgroup failed to meet required proficiency targets during the 2006-07 and 2007-08 assessment cycles in the ELA content area, Jefferson High School has been identified as a Year 1 Program improvement school, effective August, 2008. All other District schools consistently have met all AYP proficiency standards.</p> <p>Why Prior LEA Plan Failed to Bring About Increased Student Achievement:</p> <p>While not required, with the identification of Program Improvement, Year 1, the District, in collaboration with the San Mateo County Office of Education, immediately began work with a state approved DAIT Lead and Team on the administration and evaluation of a District-wide Needs Assessment instrument. Based on this assessment, the District has been able to determine that, for the following reasons, the prior LEA Plan did not successfully enhance</p>				
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<p>the academic achievement of all students:</p> <ul style="list-style-type: none"> • There was no District-wide focus on achieving the required 95% participation rate. • There have been very few District-wide programs or curricular adoptions in existence. While courses of study have been written and approved for all core subject areas, curricular, textbook and other programmatic decisions were often made by the school-site staff. For many years, the District has engaged in the practice of permitting site-based decisions, based on the unique needs of the students at each individual school site. However, not all students have benefited from this process, especially English Learners and Students with Special Needs. In addition, the lack of a consistent District-wide curriculum in the math and ELA content areas makes educational equity difficult to assess and to achieve. • While a District-wide program for English Learners did exist, professional development and program monitoring were school-site activities and therefore not consistent District-wide. • A District-wide Professional Development Plan based on District needs and data analysis and designed to maximize the academic achievement of all students was not in place. • The research-based Nine Essential Program Components were not a District-wide focus. Accordingly, the District's curricular programs were 				
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<p>not necessarily reflective of these components.</p> <ul style="list-style-type: none"> The Single Plans for Student Achievement have been focused on the needs evident at each individual school and have not been appropriately aligned with the LEA Plan. <p>Goals: Based on the results of a detailed needs assessment and a thorough review of student assessment data, and in collaboration with a State approved DAIT team, the District has developed the following goals designed to enhance the achievement of all students:</p> <p>Goal 1.1: In collaboration with all stakeholders, refine the District's Vision, Mission and Goals to ensure that they remain focused on the achievement and the needs of all students, particularly English Language Learners and Students with Special Needs.</p> <p>Goal 1.2: Re-evaluate the District's "Open Enrollment" policy in order to achieve greater equity and balance across the District.</p> <p>Goal 1.3: Administer all appropriate DAIT tools in order to obtain a better analysis of the academic needs of all students. These will include the Academic Program Survey, the English Language Sub-Group Self-Assessment and the Least Restrictive Environment Survey.</p> <p>Goal 1.4: Fully implement the State Board of Education adopted Nine Essential Program Components for Instructional Success.</p>	<p>DLT, PR, DAC, PT, BOT, SSC</p> <p>DLT, PR, DAC, PT, BOT</p> <p>DLT, PR, ASE, DCH, VPG, DP, CELSE, DSPED</p> <p>DLT, PR, ASE, CELSE, CPD, DCH, DIT, DP,</p>	<p>August 1, 2009 to June, 2010</p> <p>August 1, 2009 to June, 2010</p> <p>August 1, 2009 to June, 2010</p> <p>August 1, 2009 to June, 2012</p>	<p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p>	
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<p>Goal 1.5: Provide a curricular program designed to improve the instructional program for English Learner students, with a focus on enhanced academic achievement and the rapid development of full English proficiency.</p> <p>Goal 1.6: In order to maximize student achievement in ELA and mathematics, analyze data on Students with Disabilities and revise the current curricular program accordingly.</p> <p>Goal 1.7: In order to maximize achievement of all students and in an effort to close the achievement gap, develop and implement a District-wide professional development plan based on district needs identified through data analysis.</p> <p>Goal 1.8: Develop and maintain a process by which to ensure that all subgroups District-wide achieve a 95% participation rate on both the ELA and math portions of the California High School Exit Examination.</p>	DSPED, SAC, SSC, TE, VPG	August 1, 2009 to June, 2011	\$65,000	Title II, Instructional Materials Realignment, Professional Development funding
	DLT, CELSE, TE, PR, SAC, CN, VPG, SSC, ELAC, DELAC	August 1, 2009 to June, 2012	\$30,000	Title II, Special Ed. Funding, Instructional Materials Realignment
	DLT, CELSE, DSPED, ASE, TE, DCH, SAC, VPG	August 1, 2009 to June, 2012	\$35,000	Title II, Professional Development Funding
	DLT, DAC, PR, ASE, DIT, CPD, TE	August 1, 2009 to June, 2010	Cost Imbedded	

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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. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved	Timeline	Estimated Cost	Funding Source																	
<p>Current Status:</p> <p>As previously noted, the JUHSD was placed Program Improvement, year 1, in the spring of 2009, because the District did not Meet subgroup AYP Participation and Proficiency Rate requirements as detailed below:</p> <p style="text-align: center;">CAHSEE ELA Proficiency Rates District and Subgroup Analysis</p> <table border="1" data-bbox="205 906 953 1110"> <thead> <tr> <th>District Subgroup</th> <th>2006-07 Percent at or Above proficient</th> <th>2007-08 Percent at or Above Proficient</th> </tr> </thead> <tbody> <tr> <td>SWD</td> <td>13.9%</td> <td></td> </tr> <tr> <td>English Learners</td> <td></td> <td>29.7%</td> </tr> </tbody> </table> <p style="text-align: center;">CAHSEE Participation Rates Subgroups with less than 95% Participation</p> <table border="1" data-bbox="205 1279 974 1313"> <thead> <tr> <th>District</th> <th>2005-06</th> <th>2006-07</th> <th>2007-08</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	District Subgroup	2006-07 Percent at or Above proficient	2007-08 Percent at or Above Proficient	SWD	13.9%		English Learners		29.7%	District	2005-06	2006-07	2007-08								
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Subgroup			
African Am.	ELA – 89%		
	Math – 88%		
White		Math – 90%	
SWD		ELA – 91%	ELA – 93%
		Math – 67%	
African Am.			ELA – 94%

Specific Measurable Goals:

Accordingly, the District has established the following specific measurable goals for improved student achievement:

Goal 2.1: Beginning with the 2009-10 school year and continuing until the conclusion of the 2011-12 assessment cycle, the District-wide percentage of students scoring proficient in ELA and math on the CAHSEE will increase yearly by 10%, as evidenced by data contained in the State’s annual Accountability Progress Report.

Goal 2.2: Beginning with the 2009-10 school year and continuing until the conclusion of the 2011-12 assessment cycle, the District-wide number of Students with Disabilities scoring proficient in ELA and math on the CAHSEE will increase yearly by 10%, as evidenced by data contained in the State’s annual Accountability Progress Report.

Goal 2.3: Beginning with the 2009-10 school year and continuing yearly until the conclusion of the 2011-12 assessment cycle, the District, each individual school site, and all subgroups throughout will meet the required CAHSEE participation rate of 95%, as evidenced by data contained in the State’s annual Accountability Progress

ASE, CELSE, CN, PR, VPG, CT, TE, DIT, DSPED, SAC, CN,

August 1, 2009 to June, 2012

\$30,000

CAHSEE Intensive, 1802 Funds

ASE, CELSE, CN, PR, VPG, CT, TE, DIT, DSPED, SAC, CN

August 1, 2009 to June, 2012

\$30,000

CAHSEE Intensive, 1802 Funds

ASE, CELSE, DLT, PR, VPG, DSPED, SAC, DCH

August 1, 2009 to June, 2012

Cost Embedded

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<p>Report.</p> <p>Goal 2.4: Beginning with the 2009-10 school year and continuing until the conclusion of the 2011-12 assessment cycle, the number of students District-wide scoring below or far below basic in Algebra and in ELA grades 9 through 11 will decrease yearly by 5%, as measured by the results of the Algebra 1 and English Language Arts grades 9 through 11 California Standards Tests.</p> <p>Goal 2.5: Beginning with the 2009-10 school year and continuing until the conclusion of the 2011-12 assessment cycle, the number of students District-wide scoring proficient or advanced in Algebra and ELA grades 9 through 11 will increase yearly by 5%, as measured by the results of the Algebra 1 and English Language Arts grades 9 through 11 California Standards Tests.</p> <p>Goal 2.6: Beginning with the 2009-10 school year and continuing until the conclusion of the 2011-12 assessment cycle, the District will successfully meet all required Academic Performance Index (API) growth targets, as detailed in the states' annual School Accountability Progress Report.</p>	<p>ASE, CELSE, CN, PR, VPG, CT, TE, DIT, DSPED, SAC</p> <p>ASE, CELSE, CN, PR, VPG, CT, TE, DIT, DSPED, SAC</p> <p>ASE, CELSE, CN, PR, VPG, CT, TE, DIT, DSPED, SAC</p>	<p>August 1, 2009 to June, 2012</p> <p>August 1, 2009 to June, 2012</p> <p>August 1, 2009 to June, 2012</p>	<p>\$25,000</p> <p>\$25,000</p> <p>\$25,000</p>	<p>Title I, EIA Funds, 21st Century Grant Funds</p> <p>Title I, EIA Funds, 21st Century Grant Funds</p> <p>Title I, EIA Funds, 21st Century Grant Funds</p>
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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.	Persons Involved	Timeline	Estimated Cost	Funding Source
<p>Current Status: The Jefferson Union High School District has only recently been formally introduced to the Nine Essential Program Components for Instructional Success. While several of these components have been partially implemented, consistent District-wide application and implementation are not present. The District now recognizes the importance of these components and plans to incorporate them into all schools throughout the District during the next three years.</p> <p>Objective 3.1: Implement Fully the State Board of Education adopted Essential Program Components for Instructional Success.</p> <ul style="list-style-type: none"> • Adopt a common, District-wide textbook and curriculum in Algebra. • Adopt a common, District-wide curriculum for English Language Arts, Grades 9 and 10. • Provide training to staff (SB 472) in the effective use of new curricular materials and in the development and use of common assessments. • Develop and implement District-wide curriculum embedded common assessments, aligned to pacing 	<p>ASE, DCH, TE, SAC</p> <p>ASE, DCH, TE, SAC</p> <p>ASE, CPD, CELSE, SAC, TE</p> <p>ASE, CPD, CELSE, SAC, TE</p>	<p>2009-2011</p> <p>2009-2012</p> <p>2009-2012</p> <p>2009-2012</p>	<p>\$80,000</p> <p>\$80,000</p> <p>\$50,000</p> <p>\$20,000</p>	<p>Instructional Materials Funding</p> <p>Instructional Materials Funding</p> <p>Title II, Professional Development funding</p> <p>Professional Development</p>

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<p>calendars, for Algebra and English Language Arts grades 9 and 10.</p> <ul style="list-style-type: none"> At each school site, establish collaboration periods of at least one hour, for the purpose of allowing teachers the time to analyze data in order to both inform instruction and monitor student progress. Through the Professional Development process, provide teachers with the instruction necessary to effectively analyze student data and to then utilize that the results of that analysis to inform instruction and monitor student progress. Following EPC guidelines, develop and establish strategic and intensive SBE approved intervention programs, to be offered as separate classes, in Algebra and 9th and 10th grade English Language Arts. Monitor the use and effectiveness of collaboration periods. Provide on-going coaching and modeling on the use of data to inform instruction. Monitor fiscal support in order to ensure that funds are utilized to address these identified areas of concern. <p>Objective 3.2: Administer DAIT tools in order to better analyze the needs of all students District-wide.</p> <p>Current Status: Utilizing the District Assistance Survey</p>	ASE, PR, SSC, TE, DCH	2009-2010	Cost Embedded	funding, General Fund
	ASE, CELSE, CPD, DIT, TE, CN	2009-2012	\$25,000	Title II
	ASE, CELSE, DSPED, TE, DCH, SAC, VPG	2009-2011	\$100,00	EIA, Title I, SPED Funds
	ASE, PR, VPG, DCH	2009-2012	Cost Embedded	
	ASE, PR, VPG, DCH, TE, DIT, Consultant	2009-2012	\$15,000	Title II
	ASE, ASB, PR, SSC, DAC	2009-2012	Cost Embedded	

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<p>(DAS), and in collaboration with a DAIT Lead and team, the District has completed staff focus groups at each school site and plans to administer additional instruments as listed below:</p> <ul style="list-style-type: none"> Administer the Academic Program Survey (APS) at each school site. Chart and analyze the results from this assessment. Administer the English Learner Subgroup Self Assessment (ELSSA) and the Least Restrictive Environment survey. Chart and analyze the results from these assessments. Administer the California Healthy Kids Survey (CHKS) and the School Climate Survey (SCS). Chart and analyze the results from these assessments. Develop goals based on the findings of the APS, ELSSA and LRE, and incorporate these goals into the LEA Plan. <p>Objective 3.3: Continue to regularly assess, monitor and implement the standards detailed within the seven areas of the DAS.</p> <ul style="list-style-type: none"> In collaboration with representatives from the entire JUHSD educational community, refine the District's vision, mission and goals, in order to ensure that they remain focused on the needs of all students, especially English Learners Students with Special Needs. 	ASE, CELSE, PR, VPG, DP	2009-2010	Cost Embedded	AB 1113 School Safety Funding
	ASE, CELSE, DSPED, VPG, TE, SAC	2009-2010	Cost Embedded	
	ASE, VPG, TE, SAC, Prevention Coordinator	2009-2010	\$5,000	
	ASE, CELSE, DSPED, VPG, TE, SAC	2009-2010	Cost Embedded	
	Superintendent, BOT, ASE, DAC, CELSE, DSPED	2009-2010	Cost Embedded	

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<ul style="list-style-type: none"> • Monitor and assess measurable goals for improved student achievement. • Integrate into practice refined District-wide vision, mission and goals. • Align school-site Single Plans for Student Achievement with the LEA Plan • Regularly monitor the implementation of the LEA Addendum at both District and school-site levels. • Explain clearly to all stakeholders the accountability requirements utilized in determining the academic achievement of all students. • Allocate resources based on instructional priorities detailed in the LEA Plan. • Hold teachers, site administrators and District personnel accountable for student achievement. • Re-evaluate the District's "Open Enrollment" policy in order to achieve greater equity and balance across the District. • Analyze District data in order to determine the effect of student movement on the achievement results of all individual schools and the District as a whole. 	ASE, CELSE, DSPED, DLT, TE, PR	2009-2012	Cost Embedded	
	Superintendent, BOT, ASE, DAC, CELSE, DSPED	2010-2011	Cost Embedded	
	ASE, PR, SSC	2009-2012	Cost Embedded	
	PR, DCH, ASE, CELSE, DSPED, SSC, SAC	2009-2012	Cost Embedded	
	ASE, PR, VPG, TE	2009-2012	Cost Embedded	
	ASE, ASB, PR, VPG, SSC	2009-2012	Cost Embedded	
	Superintendent, ASE, PR, VPG, DCH	2009-2012	Cost Embedded	
	Superintendent, BOT, ASE, DAC, DCT, PR, PT, DPPS	2009-2010	Cost Embedded	
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Common Textbook, Curriculum Embedded Assessments, Pacing Guides and Interventions</u></p> <p>Objective 4.1: Adopt a common, District-wide textbook and curriculum for Algebra and ELA grades 9 through 11.</p> <p>Current Status:</p> <p>All schools are using current editions of California State approved, standards-based Algebra textbooks. However, there is no consistent Algebra curriculum currently being utilized throughout the District and pacing guides have yet to be developed. As previously noted, this is primarily the result of the District's long-standing practice of permitting site-based decision making, based on the needs identified at each individual school site. Accordingly, at the present time, both Jefferson and Westmoor High Schools are using the 2007 McDougal Littell <u>Algebra I: California Pupil Edition</u> textbook while Terra Nova High School is using the 2008 McGraw-Hill <u>California Algebra 1: Concepts Skills and Problem Solving</u> Textbook. Oceana High, a restructured school aligned with the Coalition of Essential Schools that features an integrated, humanities based curriculum, offers the CPM Program and utilizes the 2006 version of <u>Algebra Connections: California Pupil Edition</u>, from CPM Educational. Currently, each school site offers an Algebra Support program for the purposes of providing</p>				

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CELSE	Coor. Of EL Assoc. Supt. Ed.	DCH	Department Chairs	DPPS	Director of Pupil Personnel Serv.	TE	Teachers
CN	Counselor	DIT	Director of Information Tech.	PT	Parents	VPG	Vice-Principal Guidance

<p>necessary intervention. This program utilizes the SBE approved CAHSEE Preparation Program from Revolution Prep as well as the 2003 version of the <u>Moving with Math</u> series, from Math Teachers Press. However, the primary text for this program is the text used in the student's regular Algebra class.</p> <p>The same situation exists for English Language Arts grades 9 through 11. Again, this is primarily the result of the District's long-standing practice of permitting site-based decisions, based on student needs identified at each individual school site. Accordingly, at the present time, there exist current, standards-based and Board of Trustee adopted courses of study for all ELA classes grades 9 through 11. However, while each school does possess and utilize an SBE textbook for ELA, there has been no District-wide adoption of such materials. In addition, since the curriculum at each school is primarily based on the utilization of novels, these materials are not consistently used and District-wide curriculum embedded assessments and pacing guides have yet to be developed. Currently, Jefferson High school uses the McDougal-Littell <u>The Language of Literature series</u>, while Westmoor High uses the Prentice Hall <u>Timeless Voices-Timeless Themes</u> series. Each school currently offers an intervention program in the form of an Academic Literacy class. However, while there is a current, Board of Trustees adopted course of study for this program, there currently exists no common District-wide textbook for this program, with each school utilizing materials developed at that site. Therefore, the following activities are designed to address this issue:</p> <ul style="list-style-type: none"> • Research potential Algebra and ELA grades 9 through 11 adoptions. 	<p>ASE, CELSE, SAC, TE, DCH, DSPED</p>	<p>2009-2010</p>	<p>Cost Embedded</p>	
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ASE	Assoc. Supt. Education	DAC	District Advisory Council	DLT	District Leadership Team	PR	Principals
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<ul style="list-style-type: none"> Review and pilot potential materials. 	ASE, CELSE, SAC, TE, DCH, DSPED	2009-2010	Cost Embedded	
<ul style="list-style-type: none"> Purchase SBE adopted Textbooks. 	ASE, ASB	2010-2011	\$100,000	
<ul style="list-style-type: none"> Distribute materials and begin use of new Textbooks 	VPG, PR, TE, DCH	2010-2011	Cost Embedded	
<ul style="list-style-type: none"> Provide appropriate SB 472 training to teachers. 	ASE, CELSE, TE	2009-2012	\$20,000	Title II, Professional Development Funds
<ul style="list-style-type: none"> Develop and implement pacing guides and curriculum-embedded assessments that align with state standards as well as the textbooks being used. 	ASE, CPD, CELSE, SAC, TE	2009-2011	Cost Embedded	
<ul style="list-style-type: none"> Research potential SBE Intervention Programs. 	ASE, CELSE, SAC, DCH, DSPED, VPG	2009-2010	Cost Embedded	
<ul style="list-style-type: none"> Review and pilot materials. 	ASE, CELSE, SAC, DCH, DSPED, VPG	2009-2010	Cost Embedded	
<ul style="list-style-type: none"> Purchase SBE adopted Intervention Curriculum. 	ASE, AS B	2010-2011	\$50,000	Instructional Materials Funding
<ul style="list-style-type: none"> Provide SB 472 training to teachers on the Intensive Intervention program selected. 	ASE, CELSE, DCH, PR	2009-2012	\$30,000	Title II, Professional Development Funding

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<p>English Learners:</p> <p>Objective 4.2: Provide a program to improve curriculum and instruction for all English Learner students that is designed to develop full English Proficiency as rapidly as possible.</p> <p>Current Status:</p> <p>During the 2007-08 school year, the JUHSD Master Plan for English Learners was revised in accordance with the findings of that year's CPM review. Since that time, the District has been placed in PI Year 1 status. Accordingly, the Master Plan will now need revision. Currently, ELD level students receive two periods of ELD instruction daily. At Westmoor High School, ELD students may also receive a mainstream English class while at Jefferson High, ELD students with CELDT scores at either level 4 or 5 receive a Transitional English class. CAHSEE preparation Tutorials for English Learners are readily available at both schools as are tutorials in several other subject areas. EI students are encouraged to participate in summer EL courses in order to continue working on English Language Acquisition skills. As noted earlier, during the 2007-08 assessment cycle, the District's English Learner subgroup did not meet the proficiency rate in ELA required to demonstrate AYP. While the District had previously met all AMAO goals required for Title III accountability, during the 2007-08 accountability period, AMAO 1 was not met.</p> <p>All current ELD teachers are properly credentialed and attend ELD articulation meetings several times per year, where the District's ELD program is discussed, textbooks are reviewed and data is examined in order to verify</p>				
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<p>program needs and inform decision making. In the past, the Northstar textbook and curriculum series have been used with the District's English Learners. However, the JUHSD is currently in the process of adopting the EDGE series textbook and curriculum for use with ELD students. The District hosted an intensive EDGE training during this past May that was attended by all District ELD instructors. All teachers in the District are either CLAD certified or in the process of receiving such certification.</p> <p>Activities Designed to Improve English Learner Student Attainment of State Standards:</p> <ul style="list-style-type: none"> • Develop and implement a systematic, District-wide English Learner Program that meets the needs of all English Learner students, including new immigrants, those who have been “under-schooled” and those qualifying as “long-term” English Learners. • Implement a common EL textbook and curriculum (EDGE) for use throughout the District. • Implement a common curriculum with pacing guides in all District EL programs. • Implement and refine curriculum-embedded common benchmark assessments for ELD 1, 2 and 3 students. • Implement research based instructional practices appropriate for EL students within all mainstream classes. 	<p>ASE, CELSE, TE, PR, SAC, CN, VPG, SSC</p> <p>ASE, CELSE, TE, DCH</p> <p>CELSE, TE, PR, SAC, VPG</p> <p>ASE, CELSE, TE, PR, SAC, VPG</p> <p>ASE, CELSE, TE, PR, SAC, VPG</p> <p>ASE, CELSE,</p>	<p>2009-2011</p> <p>2009-2010</p> <p>2009-2011</p> <p>2009-2012</p> <p>2009-2012</p>	<p>\$75,000</p> <p>\$60,000</p> <p>\$10,000</p> <p>\$5,000</p> <p>Cost Embedded</p>	<p>Title I, Title III, Instructional Materials Funding</p> <p>Instructional Materials Funding</p> <p>Title III, EIA-LEP</p> <p>Title I, Title III</p>
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<ul style="list-style-type: none"> • Articulate a uniform curriculum for sheltered classes. • Research and develop an ELD observation tool for administrators. • Conduct regular classroom reviews and observations in order to verify that SDAIE practices are being used. • Implement goals generated by the ELSSA assessment. • Monitor student progress at each level of English proficiency, as well as after RFEP re-designation. • Provide SB 472 professional development for EL instructors regarding the use of the new textbook and curriculum. • Provide professional development for EL Instructors regarding data analysis and the use of data to inform instruction. • Analyze the needs of long-term English Learner students and develop curriculum, instructional strategies, support services and assessments that best meet their needs. <p>Measurable Goals Based for English Learners:</p> <p>Goal 4.2.1: The percentage of students making annual progress in learning English as demonstrated by</p>	SEL, TE, SAC, VPG	2009-2012	\$5,000	Title III
	ASE, CELSE, PR, VPG	2009-2010	Cost Embedded	
	ASE, CELSE, PR, VPG	2009-2012	Cost Embedded	
	ASE, CELSE, PR, DCH, TE	2009-2012	Cost Embedded	
	ASE, CELSE, PR, DCH, VPG, TE	2009-Ongoing	Cost Embedded	
	ASE, CELSE, DCH, VPG, TE	2009-2010	\$15,000	Title II, Title III
	ASE, CELSE, DCH, PR, SAC	2009-2010	\$20,000	Title II, Title III
	ASE, CELSE, DCH, PR, SAC, TE	2009-2010	Cost Embedded	
ASE, CELSE, CT, PR, TE	2009-2010	Cost Embedded		

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CELSE	Coord. Of EL Assoc. Supt. Ed.	DCH	Department Chairs	DPPS	Director of Pupil Personnel Serv.	TE	Teachers
CN	Counselor	DIT	Director of Information Tech.	PT	Parents	VPG	Vice-Principal Guidance

<p>progressing by one level on the CELDT will be 5%.</p> <p>Goal 4.2.2: The number of EL students who score at the early advanced or advanced level on the CELDT will increase annually by 3%.</p> <p>Goal 4.2.3: The number of EL students who score at the early advanced or advanced level in ELD will increase annually by 3%, as measured by the ELA California Standards Test.</p> <p>Goal 4.2.4: The number of EL students who score proficient or above in ELA and Mathematics on the CAHSEE will increase annually by 10%.</p> <p>Students with Disabilities:</p> <p>Objective 4.3: Provide a program designed to increase the academic achievement of Students with Special Needs.</p> <p>Current Status:</p> <p>Found to be in compliance with all applicable State and Federal laws during the last Compliance Review, the special education program throughout the JUHSD has historically been very successful. All teachers strive to design Individual Educational Programs (IEP) that focus on the specific needs of each individual student. Collaboration with the general education program is very strong and Least Restrictive Environment is implemented to the greatest degree possible. However, despite these efforts, achievement deficiencies still exist. While the percentage of students fulfilling the CAHSEE requirement remains</p>	<p>ASE, CELSE, CT, PR, TE</p> <p>ASE, CELSE, CT, PR, TE</p> <p>ASE, DELSE SAC, CT, PR, VPG, TE</p>	<p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p>	<p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p>	
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<p>quite high, the percentage of Students with Special Needs attaining a proficient score of 380 or above on that assessment remains far short of the current requirement. As previously noted, an examination of data reveals that during the 2006-07 assessment cycle, SWD recorded an ELA proficiency rate of only 13.9%. In addition, during the 2006-07 and 2007-08 assessment cycles, the SWD subgroup failed to meet the required 95% Participation rate, a situation that is in part responsible for the District's current status as Year 1 Program Improvement. While the failure to meet participation rates can be partially explained by the fact that students using a modification on either portion of the CAHSEE are not counted as participants, full participation in this process as well as improved proficiency attainment remains high District priorities. Accordingly, the following activities are designed to address this issue:</p> <ul style="list-style-type: none"> • Develop and maintain a process designed to ensure that at least 95% of the District's eligible SWD participate appropriately in the CAHSEE assessment. • Adopt and implement a consistent, District-wide ELA textbook and Curriculum. • Provide professional development to Special Education Teachers on the effective use of the new text and curriculum. • Provide time for Special Education and General Education Teachers to interact during collaboration 	ASE, DPSED, PR, VPG, CT	2009-2010	Cost Embedded	
	ASE, DSPED, DCH, SAC, TE	2009-2010	\$65,000	Instructional Materials funding, Special Ed. Funding
	ASE, DSPED, CPD, DCH, TE	2009-2012 Ongoing	\$15,000	Title II, Special Ed. Funding
	ASE, DSPED, PR, DCH, TE	2009-2012 Ongoing	Cost Embedded	

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<ul style="list-style-type: none"> Provide SB 472 Training for all ELA and Algebra teachers. 	ASE, CPD, PR, DCH, CELSE, SAC	2009-2012 Ongoing as Needed	\$25,000	Title II, SB 472 Funds
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved	Timeline	Estimated Cost	Funding Source
<p>Current Status: As noted in the recently completed DAIT Report of Findings, the JUHSD presently has no district-wide professional development plan based on research based strategies for improved student achievement. In keeping with a long-standing practice of encouraging Site based leadership and decision-making, individual schools have implemented professional development focused on needs identified at each particular school site. However, these opportunities have not been coordinated District-wide. The following activities are designed to address this issue:</p> <ul style="list-style-type: none"> In order to maximize achievement of all students and in an effort to close the achievement gap, develop and implement a District-wide professional development plan, incorporating research based strategies for improved student achievement and based on district needs identified through data analysis. 	ASE, CPD, PR, CELSE, DAC, DLT, DAIT, DCH, SAC, TE	2009-2012 Ongoing	\$50,000	Professional Development Funds, Title II
<ul style="list-style-type: none"> Provide AB 430 Training and Practicum for all Administrators. 	ASE, CPD, PR	2009-2012 Ongoing as Needed	\$15,000	State Grant

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<ul style="list-style-type: none"> • Provide SB 472 Training and Practicum for all ELA teachers grades 9 through 11 and all Algebra teachers. 	ASE, CPD, PR, DCH, CELSE, SAC	2009-2012 Ongoing as Needed	\$25,000	Title II, SB 472 Funds
<ul style="list-style-type: none"> • Provide professional development for General Education Teachers in the use of modifications and accommodations in order to provide enhanced access to the core curriculum for SWD who are enrolled in mainstream classes. 	ASE, DSPED, CPD, DCH, TE	2009-2012 Ongoing as Needed	\$10,000	Title II, Special Ed. Funding
<ul style="list-style-type: none"> • Design and implement professional development activities for all teachers, administrators and counselors targeted to the achievement of English Learners. 	ASE, CELSE, CPD, PR, VPG, CN, TE	2009-2012 Ongoing	\$20,000	Title II, EIA-LEP Funds
<ul style="list-style-type: none"> • Through the Professional Development process, provide teachers with the instruction necessary to effectively analyze student data and to then utilize that the results of that analysis to inform instruction and monitor student progress. 	ASE, CELSE, CPD, PR, VPG, DCH, SAC, TE	2009-2012 Ongoing	\$10,000	Title II, Title I

6. English Learners

b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved	Timeline	Estimated Cost	Funding Source
As previously noted, during the 2007-08 school year, the				

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<p>JUHSD Master Plan for English Learners was revised in accordance with the findings of that year's CPM review. Since that time, the District has been placed in PI Year 1 status. Accordingly, the Master Plan will now need revision. Currently, ELD level students receive two periods of ELD instruction daily. At Westmoor High School, ELD students may also receive a mainstream English Class while at Jefferson High, ELD students with CELDT scores at either level 4 or 5 receive a Transitional English class. CAHSEE preparation Tutorials for English Learners are readily available at both schools as are tutorials in several other subject areas. EI students are encouraged to participate in summer EL courses in order to continue working on English Language Acquisition skills. As noted earlier, during the 2007-08 assessment cycle, the District's English Learner subgroup did not meet the proficiency rate in ELA required to demonstrate AYP. While the District had previously met all AMAO goals required for Title III accountability, during the 2007-08 accountability period, AMAO 1 was not met.</p> <p>All current ELD teachers are properly credentialed and attend ELD articulation meetings several times per year, where the District's ELD program is discussed, textbooks are reviewed and data is examined in order to verify program needs and inform decision making. In the past, the Northstar textbook and curriculum series have been used with the District's English Learners. However, the JUHSD is currently in the process of adopting the EDGE series textbook and curriculum for use with ELD students. The District hosted an intensive EDGE training during this past May that was attended by all District ELD instructors. All teachers in the District are either CLAD certified or in the process of receiving such certification.</p>				
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Activities Designed to Improve English Learner Student Attainment of State Standards:					
<ul style="list-style-type: none"> Develop and implement a systematic, District-wide English Learner Program that meets the needs of all English Learner students, including new immigrants, those who have been “under-schooled” and those qualifying as “long-term” English Learners. 	ASE, DELSE, TE, PR SAC, CN, VPG, SSA	2009-2011	\$75,000	Title I, Title III, Instructional Materials Funding	
<ul style="list-style-type: none"> Implement a common EL textbook and curriculum (EDGE) for use throughout the District. 	ASE, CELSE, TE, DCH, SAC	2009-2010	\$60,000	Instructional Materials Funding	
<ul style="list-style-type: none"> Implement a common curriculum with pacing guides in all District EL programs. 	ASE, CELSE, TE, DCH	2009-2011	\$10,000	Instructional Materials Funding	
<ul style="list-style-type: none"> Implement and refine curriculum-embedded common benchmark assessments for ELD 1, 2 and 3 students. 	ASE, CELSE, TE, PR, SAC, VPG	2009-2012	\$5,000	Title I, Title III	
<ul style="list-style-type: none"> Implement research based instructional practices appropriate for EL students within all mainstream classes. 	ASE, CELSE, SAC, TE, PR, VPG	2009-2012	Cost Embedded		
<ul style="list-style-type: none"> Articulate a uniform curriculum for sheltered classes. 	ASE, CELSE, TE, SAC, VPG, DCH	2009-2012	\$5,000	Title III	
<ul style="list-style-type: none"> Research and develop an ELD observation tool for administrators. 	ASE, CELSE, PR, VPG, DCH, SAC	2009-2010	Cost Embedded		
<ul style="list-style-type: none"> Conduct regular classroom reviews and observations in order to verify that SDAIE practices 	ASE, CELSE, PR, VPG, DCH	2009-2012 Ongoing	Cost Embedded		

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<p>are being used.</p> <ul style="list-style-type: none"> Implement goals generated by the ELSSA assessment. Monitor student progress at each level of English proficiency, as well as after RFEP re-designation. Provide professional development for EL instructors regarding the use of the new textbook and curriculum. Provide professional development for EL Instructors regarding data analysis and the use of data to inform instruction. Analyze the needs of long-term English Learner students and develop curriculum, instructional strategies, support services and assessments that best meet their needs. Revise the District's Master Plan for English Learners in order to make certain that it reflects the requirements of the Program Improvement process. <p>Measurable Goals Based for English Learners:</p> <p>Goal 6.1: The percentage of students making annual progress in learning English as demonstrated by progressing by one level on the CELDT will be 5%.</p> <p>Goal 6.2: The number of EL students who score at the early advanced or advanced level on the CELDT will increase annually by 3%.</p>	<p>ASE, CELSE, PR, DCH, TE</p> <p>ASE, CELSE, PR, DCH, VPG, TE</p> <p>ASE, CELSE, DCH, VPG, TE</p> <p>ASE, CELSE, DCH, PR, SAC</p> <p>ASE, CELSE, VPG, EL Consultant, TE</p> <p>ASE, CELSE, DCH, TE, EL Consultant, CN</p> <p>ASE, CELSE, CT, PR, TE</p> <p>ASE, CELSE, CT, PR, TE</p>	<p>2009-2012</p> <p>2009-2012 Ongoing</p> <p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p>	<p>Cost Embedded</p> <p>Cost Embedded</p> <p>\$15,000</p> <p>\$20,000</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p> <p>Cost Embedded</p>	<p></p> <p></p> <p>Title II, Title III</p> <p>Title II, Title III</p> <p></p> <p></p> <p></p>
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<p>Goal 6.3: The number of EL students who score at the early advanced or advanced level in ELD will increase annually by 3%, as measured by the ELA California Standards Test.</p>	<p>ASE, CELSE, CT, PR, TE</p>	<p>2009-2010</p>	<p>Cost Embedded</p>	
<p>Goal 6.4: The number of EL students who score proficient or above in ELA and Mathematics on the CAHSEE will increase annually by 10%.</p>	<p>ASE, CELSE, SAC, CT, PR, VPG, TE</p>	<p>2009-2010</p>	<p>Cost Embedded</p>	

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.	Persons Involved	Timeline	Estimated Cost	Funding Source
<p>Current Status: Over the past several years, the JUHSD has designed and implemented several summer and after school programs designed to enhance student achievement, enable credit recovery and assist students in preparing for the CAHSEE. These programs include:</p> <ul style="list-style-type: none"> • A 21st Century ASSETS Program: Located at Jefferson High, this after school program served 995 unduplicated students during the 2008-09 school year. This represents approximately 87% of the 				

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BOT	Board of Trustees	CT	Coordinator of Testing	DSPED	Director of Special Education	SSC	School Site Council
CELSE	Coord. Of EL Assoc. Supt. Ed.	DCH	Department Chairs	DPPS	Director of Pupil Personnel Serv.	TE	Teachers
CN	Counselor	DIT	Director of Information Tech.	PT	Parents	VPG	Vice-Principal Guidance

<p>school's student body.</p> <ul style="list-style-type: none"> • The Jefferson High School Learning Center: While the primary focus of this program is to assist students having difficulty passing the CAHSEE, this after school program is designed to provide homework assistance and tutorial services in any of the core subject areas. • Club Jeff: A federally funded after school program designed to serve 200 students from Jefferson High by providing physical fitness activities and nutrition education. Through this program, modern weight room, yoga and cardio equipment and the school's pool are all made available daily to both students and parents. • Summer Bridge Program: Offered as a part of the District's summer session, this daily three-week program is designed to serve incoming 9th grade students whose most recent CST scores in math and/or ELA place them at the below basic or far below basic achievement level. 65 students regularly attended this year's recently completed session. This is available to students attending any District school. • CAHSEE Intensive Intervention: focusing on 11th and 12th grade students and particularly on the needs of English Learners and SWD, this program offers intensive remediation and preparation work designed to assist students in passing the CAHSEE. This is offered at all schools. 				
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<ul style="list-style-type: none"> • CAHSEE Intensive Preparation: Offered during the fall semester at Jefferson High, this program focuses on English Learners and SWD. Utilizing an SBE approved online program from Revolution Prep, this program is designed to develop the skills necessary to successfully achieve a proficient score on the 10th grade census CAHSEE administration. • CAHSEE Prep Classes: Such classes are offered after the traditional school day at each of our schools. A three-week prep program is also offered during the summer, just prior to the July CAHSEE administration. • “After School Class” Program: Offered at each District school, this program is designed to provide opportunities for students to recover lost credit and to strengthen skills in both math and ELA. <p>Objective 7.1: Increase participation in a greater variety of support classes being offered after normal school hours.</p> <ul style="list-style-type: none"> • Increase the number of incoming 9th grade students participating in the Summer Bridge Program by 20%, as measured by enrollment statistics. • Make certain that all 11th and 12th grade students that have yet to pass the CAHSEE are counseled regarding available intervention opportunities, as measured by SB 1802 Counseling statistics. • Make certain that all parents/guardians are made aware of the various intervention and tutorial 				
	21 st Century Consultant, ASE, VPG, PR, TE	2009-2010	\$60,000	21 st Century, Summer School Funds
	ASE, VPG, CN	2009-2010	Cost Embedded	
	21 st Century Consultant, ASE,	2009-2010	Cost Embedded	

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programs available throughout the District, as measured by District-wide notification data.	CN, PR, VPG			
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8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved	Timeline	Estimated Cost	Funding Source
<p>Current Status: Parental involvement is evident at the District and school-site level. The District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC) and the District Career Technical Education (CTE) Advisory Council all come with a great deal of responsibility and all feature strong parental participation. Among its many duties, the DAC is responsible for assisting in the development and monitoring of the LEA Plan, the approval of the Consolidated Application and the development and monitoring of the Master Plan for English Learners, while the DELAC is responsible for monitoring the District’s English Learner programs, assessing the progress of the EL students and for advising the Board of Trustees regarding the needs of the District’s English Learners and their parents. At the same time, the CTE Advisory Council provides parents with an opportunity to participate in the decisions being made regarding this important element of the District’s overall educational program.</p> <p>Currently, each school-site has a duly constituted School Site Council, responsible in great part for the development and implementation of each school’s Single Plan for Student Achievement. Jefferson and Westmoor also maintain very active English Learner Advisory Committees, whose purpose is to both monitor EL student achievement</p>				

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<p>and advise the Site Council and school administration regarding the needs of EL students and their parents.</p> <p>Jefferson High, currently in Program Improvement Year 1, is in the process of transitioning to a Small Learning Communities (SLC) Program. This type of structure, which features quarterly individual SLC parental meetings, has had a major impact in improving overall parent involvement at that school. In addition, as the District's only Title I school, Jefferson conducts the required Title I parent meetings, which are also very well attended.</p> <p>In order to facilitate improved communication with our parent community and to enhance opportunities for parental involvement, the District has implemented a web-based telephone dialing system that is able to reach all parents throughout the District at the same time, and in multiple languages. In addition, the District maintains a comprehensive web page, featuring information in several languages, and with links to each individual school-site web page. In order to provide increased and timely parental access to student information, the each school web page features the user friendly Communicado Parent Portal.</p> <p>Objective 8.1: Increase parental participation in all school-site councils and committees in order to ensure appropriate representation of all subgroups.</p> <ul style="list-style-type: none"> • Use the District and school-site websites to advertise such opportunities. • Ensure that all announcements and advertisements regarding such opportunities and properly translated and distributed. 	<p>ASE, DIT, PR, VPG, CN</p> <p>ASE, CELSE, VPG, PR</p>	<p>2009-2012</p> <p>2009-2012</p>	<p>Cost Embedded</p> <p>\$15,000</p>	<p>General Fund</p>
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<ul style="list-style-type: none"> Provide parental training events focused on enhanced participation in the school-site decision making process. <p>Objective 8.2: Enhance parental access to student information through communication tools and systems.</p> <ul style="list-style-type: none"> Ensure that the District and school-site websites are updated and current. Ensure that the District's web-based home dialer system sends properly translated messages as necessary and required. Ensure that all materials sent to parents are translated as appropriate and required. <p>Objective 8.3: Continue to enhance regular two-way communication with our educational community.</p> <ul style="list-style-type: none"> Provide training to parents on those issues they have identified as necessary to assist their students in achieving academic success. Provide parent training events that include information on core academic standards, graduation requirements, college admission requirements, financial aid and the availability of post-secondary educational opportunities. 	ASE, CELSE, ELAC, DLAC, PR, VPG, SSC, DAC	2009-2010	\$7,500	General Fund
	ASE, DIT, PR, CN	2009-2012	Cost Embedded	
	ASE, DIT, PR, VPG	2009-2012	Cost Embedded	
	ASE, CELSE, DIT, PR, VPG	2009-2012	\$10,000	General Fund
	ASE, CELSE, PR, VPG, CN, Adult Education Program	2009-2012	\$10,000	Title I, EIA Funds
	ASE, CELSE, PR, VPG, CN	2009-2012	Cost Embedded	

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<ul style="list-style-type: none"> • Provide school-site college nights, with primary language translations services available. 	ASE, PR, VPG, CN Representatives from Institutions of Higher Learning	2009-2012	Cost Embedded	
<ul style="list-style-type: none"> • Communicate to the parent community on a timely basis and in the appropriate primary languages required information concerning categorical program components, as well as in the potential for parental participation in these programs. 	ASE, PR, VPG, CN, CELSE	2009-2012	\$10,000	Title I, Title III, General Fund

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**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Jefferson **Union High School District**

County District Code: 41-68924

Date of Local Governing Board Approval: _____

District Superintendent: Michael J. Crilly

Address: 699 Serramonte Blvd., Suite 100

City: Daly City

Zip Code: 94015

Phone: 650-550-7900

FAX: 650-550-7888

E-mail: rboita@juhsd.net

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

_____	Michael J. Crilly	_____
Signature of Superintendent	Printed Name of Superintendent	Date

_____	_____	_____
Signature of Board President	Printed Name of Board President	Date

Send this signed assurance page **no later than July 31, 2009**, to:

Peggy Carter, Consultant
Assessment and Accountability Branch
Accountability and Improvement Division
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814