



Local Consolidated Plan

Annual Report 2009
D0500

Status: Completed
Kansas City

Choose Year

Main	Student Placement	Program Information
Admin		

Contact Name

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Contact Title

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City

Kansas City

State

KS

Zip

66102

12345-6789

- Our district WAS NOT eligible for REAP flexibility and DID NOT Transfer any funds (Complete Table A)
- Our district WAS eligible for REAP flexibility but DID NOT participate (Complete Table A)
- Our district WAS eligible for REAP flexibility and DID participate (Complete Table B and C)
- Our district DID NOT participate in REAP, but DID use Transferability (Complete Table D)

[Printable View](#)

[LCP Help](#)

School District Comments (Limit 1000 characters)	
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Table A - Did not participate in REAP flexibility and DID NOT Transfer any funds.

Directions: Indicate if any funds are being relinquished to a consortium by clicking *Edit*. If not, go to the next screen.

Program Title	Original Allocation	Retained	Relinquished To Consortium	Relinquished \$
Title I	\$10,733,835	\$10,733,835		\$0
Title II A	\$1,849,353	\$1,849,353		\$0
Title II D	\$103,584	\$103,584		\$0
Title III	\$445,509	\$445,509		
Title IV A	\$157,858	\$157,858		\$0
Title V	\$0	\$0		\$0
Migrant	\$180,000	\$180,000		
Kansas ESOL/Bilingual	\$4,408,360	\$4,408,360		
At-Risk	\$35,736,360	\$35,736,360		
Totals	\$53,614,859	\$53,614,859		\$0

School District	
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Student Placement - by Gender and Racial/Ethnic Group

Enter the number of participants by designated gender and race who were served in each of the identified programs.

	* Title I TAS	* Title I SWP	Title I Nonpublic	Title IA Local Neglected	Title ID Local Delinquent	Title III	Title IV	Title V	Migrant Regular Term	Migrant Summer Term	Kansas ESOL / BE	At Risk
Female	0	3,925	168	59	83	2,520	1,164	0	60	15	2,520	7,604
Male	0	4,232	184	21	336	2,732	931	0	57	15	2,732	8,196
Totals	0	8,157	352	80	419	5,252	2,095	0	117	30	5,252	15,800

	* Title I TAS	* Title I SWP	Title I Nonpublic	Title IA Local Neglected	Title ID Local Delinquent	Title III	Title IV	Title V	Migrant Regular Term	Migrant Summer Term	Kansas ESOL / BE	At Risk
American Indian/Alaskan Native	0	29	0	2	1	3	5	0	0	0	3	69
Asian/Pacific Islander	0	279	1	0	1	407	56	0	0	0	407	558
Hispanic	0	4,129	223	4	106	4,684	368	0	117	30	4,684	6,466
Black (non-Hispanic origin)	0	2,791	8	27	215	122	1,281	0	0	0	122	6,542
White (non-Hispanic origin)	0	929	94	47	90	36	384	0	0	0	36	2,165
Multicultural	0	0	26	0	6	0	1	0	0	0	0	0
Totals	0	8,157	352	80	419	5,252	2,095	0	117	30	5,252	15,800

* TAS refers to Targeted Assistance School

* SWP refers to Schoolwide Program School

School District Comments (Limit 1000 characters)	
KSDE Comments (Limit 1000 characters)	



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Student Placement - by Grade

Enter the number of participants by grade.

Grade	* Title I TAS	* Title I SWP	Title I Nonpublic	Title IA Local Neglected	Title ID Local Delinquent	Title III	Title IV	Title V	Kansas ESOL/BE	At Risk
Age 0-2										
Age 3-5	0	0				326		0	326	0
Kindergarten	0	1,236	36	4	0	691	83	0	691	1,509
First	0	1,078	41	1	0	667	137	0	667	1,465
Second	0	1,055	43	5	0	598	133	0	598	1,445
Third	0	1,084	46	10	0	612	104	0	612	1,427
Fourth	0	1,100	38	5	0	550	262	0	550	1,366
Fifth	0	1,197	41	11	8	521	88	0	521	1,355
Sixth	0	530	44	5	2	389	70	0	389	1,262
Seventh	0	461	31	18	15	321	63	0	321	1,097
Eighth	0	416	32	21	46	234	65	0	234	1,029
Ninth	0	0	0	0	96	165	395	0	165	1,491
Tenth	0	0	0	0	108	77	270	0	77	999
Eleventh	0	0	0	0	90	64	223	0	64	739
Twelfth	0	0	0	0	54	37	202	0	37	616
Ungraded	0	0	0	0	0	0	0	0	0	0
Totals	0	8,157	352	80	419	5,252	2,095	0	5,252	15,800

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Student Placement for Migrants - by Grade

Enter the number of migrant participants by grade.

Grade	Regular Term	Summer Term	Priority for Service	LEP Migrant	Special Ed Migrant	Dropped Out	Working on HS Credit Accrual
Age 0-2	7	0	0	0	0		
Age 3-5	19	3	0	0	0		
Kindergarten	15	6	1	15	1		
First	16	5	5	16	1		
Second	7	4	5	7	1		
Third	8	4	2	7	0		
Fourth	10	4	3	10	2		
Fifth	7	4	3	7	1		
Sixth	8	0	4	8	0		
Seventh	5	0	1	5	0	0	
Eighth	2	0	1	2	0	0	
Ninth	4	0	2	4	0	0	0

Tenth	2	0	0	2	0	0	0
Eleventh	1	0	0	1	0	0	0
Twelfth	0	0	0	0	0	0	0
Ungraded	6	0	0	0	0	0	0
Out-of-School	0	0	0	0	0		0
Totals	117	30	27	84	6	0	0

School District Comments (Limit 1000 characters)	
KSDE Comments (Limit 1000 characters)	



Kansas State Department of Education
Send Questions to: LCPhelp@ksde.org



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Student Placement - by Subject Program

Enter the number of participants who recieved each category of service in the programs identified.

Subject / Program Placement	* Title I TAS	* Title I SWP	Title I Nonpublic	Title III	Title V	Migrant Regular Term	Migrant Summer Term	Kansas ESOL / BE	At Risk
INSTRUCTIONAL SERVICES									
Reading/Language Arts	0	8,157	221	5,252	0	85	30	5,252	15,800
Mathematics	0	8,157	141	5,252	0	85	30	5,252	15,800
Science	0	0	0	4,926	0	63	0	4,926	0
Social studies	0	0	0	4,926	0	63	0	4,926	0
Vocational/career									
Technology									
SUPPORT SERVICES									
Guidance/counseling	0	0	0	1,246	0	22	0	1,246	0
Social work, outreach or advocacy	0	0		5,252	0	85	0	5,252	0
Health, Dental, Eye care									
Nutrition	0	0		4,802	0	85	0	4,802	
Pupil transportation	0	0	0	1,569	0	43	0	1,569	0
PROGRAMS									
<u>* ESOL Push-in</u>				5,252				5,252	
<u>* Modified ESOL</u>				0				5,252	

Instruction									
* Sheltered ESOL Instruction				5,252				5,252	
* ESL Class Period									
* Bilingual									
* Dual Language									
* ESOL Pull-Out				360				260	
Totals	0	16,314	362	44,089	0	531	60	49,241	31,600

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School District Comments (Limit 1000 characters)	
KSDE Comments (Limit 1000 characters)	

Definitions of Models of Instruction for English Language Learners (ELLs)

ESOL Push-in: An English as a Second Language (ESL) teacher comes into the regular classroom to give language assistance to the ELL.

Modified ESOL Instruction: A regular education teacher who holds his/her ESL endorsement "modifies" instruction so that the academic content is comprehensible to the ELL. In these cases, the class is comprised of both ELLs and non-ELLs - additional language support may or may not be given.

Sheltered ESOL Instruction: The class is comprised solely of ELLs and the academic subject matter is provided through "sheltered" or adapted instruction to teach both English and the academic content material.

ESL Class Period: Used in secondary settings, the students receive ESL instruction during a regular class period and receive course credit. They should be grouped for instruction according to their level of English proficiency.

Bilingual: All ELLs speak the same first language and instruction in the academic areas is provided in the ELL's native language with the gradual introduction of English throughout the year. As students become more fluent in English, less content instruction is provided in the native language.



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Student Placement - Title I

Enter the number of students in each category who received Title I services during the regular school year.

Category	*TAS	*SWP
Students with disabilities		981
Limited-English proficient students		3,386
Migrant students		54
Preschool students		0
Homeless		919
Totals	0	5,340

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KSDE Comments (Limit 1000 characters)	



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PROGRAM INFORMATION		
A. Title I		
Amount of Title I funds spent for parent involvement activities.	<input type="text" value="162685"/>	162685
For districts with schools on improvement, provide amount of Title I funds used for school choice (transportation).	<input type="text" value="351409"/>	351409
For districts with schools on improvement, provide amount of Title I funds used for supplemental educational services.	<input type="text" value="1712178"/>	1712178
Are Title I funds spent for summer term activities?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Are Title I funds spent for preschool programs?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Does the district provide family literacy services with the Title I funds?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Title I Paraprofessionals (Instructional Aides)		
Paraprofessionals	Title I TAS*	Title I SWP**
Total Number of Paraprofessionals (by head count)	<input type="text" value="0"/>	<input type="text" value="103"/>
Number with 48 hours of college credit	<input type="text" value="0"/>	<input type="text" value="23"/>
Number with an associate's degree or higher	<input type="text" value="0"/>	<input type="text" value="60"/>
Number passed one of the state approved assessments (ParaPro, ParaEducator, or Workkeys)	<input type="text" value="0"/>	<input type="text" value="20"/>

Total Number with a GED or High School Diploma	0	103
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* Targeted Assistance School - include only paraprofessionals paid with Title I funds
 ** Schoolwide Program School - include all paraprofessionals providing instructional support

Title I - Parental Involvement

Check the method(s) used to evaluate the effectiveness of your Parent Involvement Policies;

Compared levels of parental participation prior to and following implementation of parental involvement policies;

Determined whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;

Identified barriers to greater participation by these groups;

Assessed the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;

Reported evaluation findings to parents;

Used evaluation findings to revise school-level policy so that it promotes specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

Parent Surveys

Volunteers in the Classroom

Other:

Explain.

School District Comments (Limit 1000 characters)	
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KSDE Comments (Limit 1000	
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PROGRAM INFORMATION	
B. Migrant Education Program	
Number of buildings that enrolled Migrant children (whether there was a Migrant program or not)	23
Number of buildings that operated a Migrant Education Regular Term Project	23
Number of buildings that operated a Migrant Education Summer Term Project	1
Number of regular term buildings that used extended-time instructional strategies (i.e., after school, before school, Saturday) support in whole or part with Migrant Educational Program funds	5
Total number of eligible Migrant children enrolled in the grades assessed during the testing window (Feb 18 – Apr 14).	37
Total number of Migrant children tested on State Mathematics Assessment	33
Total number of Migrant children tested on State Reading Assessment	33
School District Comments (Limit 1000 characters)	
KSDE Comments	



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Homeless

To visit the KSDE Homeless Website, click [here](#).

Homeless Liaison: Same as LCP Contact?

Contact Name

Contact Title

Address

City

State

Zip

Telephone
 Ext

Fax

E-mail

ALL Districts must complete the following three tables!!

Table A: Number of Homeless Children and Youth

Provide the number of homeless children and youth enrolled in public school (public school age) during the 2008-2009 school year, according to grade level groups below:

Grade Level	Number of Homeless Children/Youth Enrolled in Public School
Age 3-5	37
Kindergarten	85
First	88
Second	59
Third	77
Fourth	73
Fifth	60

Sixth	69
Seventh	74
Eighth	65
Ninth	100
Tenth	60
Eleventh	33
Twelfth	39
Total	919

Table B: Primary Night Time Residence of Homeless Children and Youth

Of the total number of homeless children and youth in your district, provide the estimated number who have the following as their primary residence.

Primary Night Time Residence	Estimated number of homeless children/youth
Doubled-Up	816
Hotels/Motels	23
Shelters (including mission)	78
Unsheltered (campgrounds, cars, parks, etc.)	2
Total	919

Table C: Title I Set Aside for Homeless Children/Youth

As required by Title I of NCLB 1113C(3)(A), each LEA is required to set aside Title I funds to:

1. Provide educationally related services to homeless children/youth in non-Title I attendance centers.
2. Provide educationally related services to homeless children/youth in shelters and other locations where children may live.

Title I set aside funds MAY NOT be used for transportation to the school of origin.

Amount of Title I set aside for homeless children/youth	Description of educational services/support provided with Title I set aside funds	If no set aside funds were actually used for Homeless Children/Youth, explain why
273621	1. Homeless staff salaries 2. School supplies 3. Rent to house homeless staff offices 4. Tutoring 5. Uniforms, and other costs for students to attend school	

Table D:

Provide the number of homeless children and youth that were served by the McKinney-Vento subgrant in your district during the 2008-2009 academic school year by grade level groups:

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	Grade Level	Number of Homeless Children/Youth Served in Public School
Edit	Age 3-5	37
Edit	Kindergarten	85
Edit	First	88
Edit	Second	59
Edit	Third	77
Edit	Fourth	73
Edit	Fifth	60
Edit	Sixth	69
Edit	Seventh	74
Edit	Eighth	65
Edit	Ninth	100
Edit	Tenth	60
Edit	Eleventh	33
Edit	Twelfth	39
	Total	919

Table E:

Provide the number of homeless children and youth served by the subgrant and enrolled in school during the 2008-2009 school year identified below:

	Number of homeless students served
Edit Children with disabilities (IDEA)	146
Edit Migratory children/youth	3
Edit Unaccompanied youth	30
Edit Limited English proficient students	116

Table F:

Mark in the appropriate box for any and all services that your district provides with McKinney-Vento funds:

Services and Activities provided by the McKinney-Vento subgrant program	Check each row where the service is provided by the grant.
Tutoring or other instructional support	<input type="checkbox"/>
Expedited evaluations	<input type="checkbox"/>
Staff professional development and awareness	<input type="checkbox"/>
Referrals for medical, dental, and other health services	<input type="checkbox"/>

Transportation	<input checked="" type="checkbox"/>
Early childhood programs	<input type="checkbox"/>
Assistance with participation in school programs	<input type="checkbox"/>
Before-, after-school, mentoring, summer programs	<input type="checkbox"/>
Obtaining or transferring records necessary for enrollment	<input type="checkbox"/>
Parent education related to rights and resources for children	<input type="checkbox"/>
Coordination between schools and agencies	<input type="checkbox"/>
Counseling	<input type="checkbox"/>
Addressing needs related to rights and resources for children	<input type="checkbox"/>
Clothing to meet a school requirement	<input type="checkbox"/>
School supplies	<input type="checkbox"/>
Referral to other programs and services	<input type="checkbox"/>
Emergency assistance related to school attendance	<input type="checkbox"/>
Other (optional) If Other, please explain Title I funds are used to support all the other services. McKinney-Vento is used only for transportation.	<input checked="" type="checkbox"/>

Table G:

Mark in the appropriate box any and all barriers that were reported to your district involving the enrollment of homeless children and youth during the 2008-2009 school year:

Barriers	Check the row if the barrier was reported in your district
Eligibility for homeless services	<input type="checkbox"/>
School selection	<input type="checkbox"/>
Transportation	<input checked="" type="checkbox"/>
School records	<input checked="" type="checkbox"/>
Immunizations	<input type="checkbox"/>
Other medical records	<input type="checkbox"/>
Other enrollment issues	<input checked="" type="checkbox"/>

ACADEMIC PROGRESS OF HOMELESS STUDENTS

In order to ensure that homeless children and youth have access to education and other services needed to meet the State's challenging academic standards:

Table H:

a) Note the number of homeless children and youth served by the subgrant in 2008-2009 that were included in statewide assessments in reading or mathematics; and

b) Note the number of homeless children and youth that met or exceeded the State's proficiency level or standard (meeting standards) on the reading or mathematics assessment.

Reading Assessment

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	School Grade Levels *	a) Number of homeless children/youth taking reading assessment test.	b) Number of homeless children/youth that met or exceeded State proficiency (meeting standards or above).
Edit	Third	64	33
Edit	Fourth	49	23
Edit	Fifth	42	20
Edit	Sixth	53	30
Edit	Seventh	49	29
Edit	Eighth	43	17
Edit	Ninth through Twelfth	18	9

Math Assessment

	School Grade Levels *	a) Number of homeless children/youth taking math assessment test.	b) Number of homeless children/youth that met or exceeded State proficiency (meeting standards or above).
Edit	Third	67	40
Edit	Fourth	53	28
Edit	Fifth	43	27
Edit	Sixth	47	23
Edit	Seventh	51	25
Edit	Eighth	44	15
Edit	Ninth through Twelfth	19	7

To visit the **KSDE Homeless Website**, click [here](#).

School District Comments (Limit 1000 characters)	We served an additional 100 homeless children who were not enrolled in school.
KSDE Comments (Limit 1000 characters)	



Kansas State Department of Education



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Title II A Teacher Quality & Professional Development

We acknowledge that Title IIA funds were not used to reduce class size.

Table 1 - Title II A K-12 Teacher Salaries to Reduce Class Size

How many highly qualified teachers were funded with Title II A Teacher Quality program funds? Please report the number of full-time equivalents (FTEs) by type of teacher and by grade.

Teacher Type	K	1	2	3	4	5	6	7	8	9	10	11	12	Non-graded	Total
Regular Classroom															0.00
Special Education															0.00
Other															0.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Table 2

Indicate in which school(s) teachers are placed that are hired with Title II A funds to reduce class size.

Participated in Title II	Building #	Building Name	
<input type="checkbox"/>	8279	Banneker Elem	Elementary
<input type="checkbox"/>	8280	Central Elementary School	Elementary
<input type="checkbox"/>	8281	McKinley Elementary School	Elementary
<input type="checkbox"/>	8282	Silver City Elem	Elementary
<input type="checkbox"/>	8284	Chelsea Elem	Elementary
<input type="checkbox"/>	8285	Douglass Elem	Elementary
<input type="checkbox"/>	8286	M. Holman Academy of Excellence Charter	Elementary
<input type="checkbox"/>	8287	Thomas A Edison Elem	Elementary
<input type="checkbox"/>	8288	Emerson Elem	Elementary
<input type="checkbox"/>	8290	John Fiske Elem	Elementary
<input type="checkbox"/>	8292	Grant Elem	Elementary
<input type="checkbox"/>	8293	Bertram Caruthers Elem	Elementary
<input type="checkbox"/>	8294	Fairfax Campus	Special School
<input type="checkbox"/>	8297	Fairfax Learning Center	High School
<input type="checkbox"/>	8298	Mark Twain Elem	Elementary

<input type="checkbox"/>	8303	Noble Prentis Elem	Elementary
<input type="checkbox"/>	8305	Quindaro Elem	Elementary
<input type="checkbox"/>	8308	Frank Rushton Elem	Elementary
<input type="checkbox"/>	8309	New Stanley Elem	Elementary
<input type="checkbox"/>	8311	Eugene Ware Elem	Elementary
<input type="checkbox"/>	8312	Wm A White Elem	Elementary
<input type="checkbox"/>	8313	Whittier Elem	Elementary
<input type="checkbox"/>	8315	Frances Willard Elem	Elementary
<input type="checkbox"/>	8316	Central Middle	Middle School
<input type="checkbox"/>	8317	Northwest Middle	Middle School
<input type="checkbox"/>	8319	West Middle	Middle School
<input type="checkbox"/>	8320	Argentine Middle	Middle School
<input type="checkbox"/>	8321	Rosedale Middle	Middle School
<input type="checkbox"/>	8322	Sumner Academy of Arts & Science	High School
<input type="checkbox"/>	8323	Wyandotte High	High School
<input type="checkbox"/>	8324	Arrowhead Middle	Middle School
<input type="checkbox"/>	8326	Bethel Elem	Elementary
<input type="checkbox"/>	8327	J C Harmon High	High School
<input type="checkbox"/>	8328	Coronado Middle	Middle School
<input type="checkbox"/>	8329	F L Schlagle High	High School
<input type="checkbox"/>	8330	Claude A Huyck Elem	Elementary
<input type="checkbox"/>	8331	D D Eisenhower Middle	Middle School
<input type="checkbox"/>	8332	Hazel Grove Elem	Elementary
<input type="checkbox"/>	8340	John F Kennedy Elem	Elementary
<input type="checkbox"/>	8342	Lindbergh Elem	Elementary
<input type="checkbox"/>	8346	Stony Point South	Elementary
<input type="checkbox"/>	8348	Stony Point North	Elementary
<input type="checkbox"/>	8350	Washington High	High School
<input type="checkbox"/>	8352	Welborn Elem	Elementary
<input type="checkbox"/>	8354	White Church Elem	Elementary
<input type="checkbox"/>	8358	M E Pearson Elem	Elementary

School District Comments (Limit 1000 characters)	
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Title II D Education Technology

Provide the following unduplicated counts:

Total number of 8th graders in the District	1262
Number of 8th graders evaluated by the end of 8th grade for technology literacy	1108
Number of 8th graders determined to be proficient in technology literacy	772

Check all of the methods used in the district for determining a student's proficiency in technology literacy:

- Knowledge-based test
- Grades in a required course
- Performance-based assessment (i.e., checklist or rubric)
- E-portfolio-based (collected over a period of years)
- Other (specify)
- No method exists for determining technology literacy proficiency

School District

Comments (Limit 1000 characters)	First criteria is based on the grade from the 8th grade technology course. For those who did not take a technology course, a knowledge-based assessment was given.
KSDE Comments (Limit 1000 characters)	Your district received Title IID funding, with the number of 8th grade students who met that criteria please answer questions 1,2, and 3. For questions please contact teverhart@ksde.org .



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English Language Learner (ELL) - Student Goals / Assessment

Include students served with Kansas ESOL/Bilingual funds and Title III funds. In the Number of ELL Students section, enter the number of ELL students served in each of the identified categories. In the Number of ELL Students Assessed section, enter the number of ELL students assessed for English proficiency, and the number of students assessed and identified as ELL.

	Elementary	Middle / Jr. High	High	Total
NUMBER OF ELL STUDENTS				
That met outcome plan (Individual Learning Plan) goals	4,018	904	343	5,265
Retained one or more grades				0
Accelerated one or more grades				0
That dropped out of school				0
Did not meet outcome plan (Individual Learning Plan) goals but advanced one grade				0
NUMBER OF ELL STUDENTS ASSESSED				
For English proficiency	1,356	3,533	0	4,889
And identified as LEP	1,356	3,533	0	4,889

ESOL / Bilingual Waiver

The number of K-12 English Language Learner (ELL) students enrolled in the district whose parent(s) or guardian(s) waived the student's rights to ESOL / Bilingual services and, therefore, were not served in the district's ESOL / Bilingual programs:

Title III

For districts involved with Title III, whether individually or through a consortium, indicate which schools actually participated in Title III.

Participated in Title III	Building #	Building Name	
<input checked="" type="checkbox"/>	8279	Banneker Elem	Elementary
<input checked="" type="checkbox"/>	8280	Central Elementary School	Elementary
<input checked="" type="checkbox"/>	8281	McKinley Elementary School	Elementary
<input checked="" type="checkbox"/>	8282	Silver City Elem	Elementary
<input checked="" type="checkbox"/>	8284	Chelsea Elem	Elementary
<input checked="" type="checkbox"/>	8285	Douglass Elem	Elementary
<input type="checkbox"/>	8286	M. Holman Academy of Excellence Charter	Elementary
<input checked="" type="checkbox"/>	8287	Thomas A Edison Elem	Elementary
<input checked="" type="checkbox"/>	8288	Emerson Elem	Elementary
<input checked="" type="checkbox"/>	8290	John Fiske Elem	Elementary
<input checked="" type="checkbox"/>	8292	Grant Elem	Elementary
<input checked="" type="checkbox"/>	8293	Bertram Caruthers Elem	Elementary
<input type="checkbox"/>	8294	Fairfax Campus	Special School
<input type="checkbox"/>	8297	Fairfax Learning Center	High School
<input checked="" type="checkbox"/>	8298	Mark Twain Elem	Elementary
<input checked="" type="checkbox"/>	8303	Noble Prentis Elem	Elementary
<input checked="" type="checkbox"/>	8305	Quindaro Elem	Elementary
<input checked="" type="checkbox"/>	8308	Frank Rushton Elem	Elementary
<input checked="" type="checkbox"/>	8309	New Stanley Elem	Elementary
<input checked="" type="checkbox"/>	8311	Eugene Ware Elem	Elementary
<input checked="" type="checkbox"/>	8312	Wm A White Elem	Elementary

<input checked="" type="checkbox"/>	8313	Whittier Elem	Elementary
<input checked="" type="checkbox"/>	8315	Frances Willard Elem	Elementary
<input checked="" type="checkbox"/>	8316	Central Middle	Middle School
<input checked="" type="checkbox"/>	8317	Northwest Middle	Middle School
<input checked="" type="checkbox"/>	8319	West Middle	Middle School
<input checked="" type="checkbox"/>	8320	Argentine Middle	Middle School
<input checked="" type="checkbox"/>	8321	Rosedale Middle	Middle School
<input type="checkbox"/>	8322	Sumner Academy of Arts & Science	High School
<input checked="" type="checkbox"/>	8323	Wyandotte High	High School
<input checked="" type="checkbox"/>	8324	Arrowhead Middle	Middle School
<input checked="" type="checkbox"/>	8326	Bethel Elem	Elementary
<input checked="" type="checkbox"/>	8327	J C Harmon High	High School
<input checked="" type="checkbox"/>	8328	Coronado Middle	Middle School
<input checked="" type="checkbox"/>	8329	F L Schlagle High	High School
<input checked="" type="checkbox"/>	8330	Claude A Huyck Elem	Elementary
<input checked="" type="checkbox"/>	8331	D D Eisenhower Middle	Middle School
<input checked="" type="checkbox"/>	8332	Hazel Grove Elem	Elementary
<input checked="" type="checkbox"/>	8340	John F Kennedy Elem	Elementary
<input checked="" type="checkbox"/>	8342	Lindbergh Elem	Elementary
<input checked="" type="checkbox"/>	8346	Stony Point South	Elementary
<input checked="" type="checkbox"/>	8348	Stony Point North	Elementary
<input checked="" type="checkbox"/>	8350	Washington High	High School
<input checked="" type="checkbox"/>	8352	Welborn Elem	Elementary
<input checked="" type="checkbox"/>	8354	White Church Elem	Elementary
<input type="checkbox"/>			

	8358	M E Pearson Elem	Elementary
School District Comments (Limit 1000 characters)		<p>There are 5,252 identified ELL students - codes 1, 2 and 3. However there are some code 4 students with ILP included in this total.</p> <p>The number of students assessed for English proficiency AND identified as LEP are 1,356 in grades K-1; and 3,533 in grades 2-12.</p>	
KSDE Comments (Limit 1000 characters)			



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English for Speakers of Other Languages(ESOL)	
English Language Learners (ELL) - Teacher Qualifications	
1) Teacher Certification	
a. Number of Teachers in the district endorsed to teach ESOL. Include only those teachers who have completed a state approved ESOL endorsement program. Emergency credentials and other temporary licensing do not qualify as certification.	154
b. Number of teachers who have a "Plan of Study" on file with the district and are currently working on an ESOL endorsement.	613
2) Teacher Assignment	
a. Number of ESOL endorsed teachers (from question 1a) assigned to teach ELL students. Include only those teachers who are ESOL endorsed and who have ELLs in their classroom.	154
3) Teacher Training - For Title III recipients only	
a. Number of teachers in the district who received professional development funded with Title III funds in 2008-2009. Include all teachers in the district who participated in training that was specific to the educational needs of ELLs.	620
b. Professional Development Activities funded with Title III funds. (Scientifically research-based professional development activity).	
Check all	

activities that apply.	Type of Professional Development Activity	
<input checked="" type="checkbox"/>	Instructional strategies for ELLs	
<input checked="" type="checkbox"/>	Understanding and implementation of assessment of ELLs	
<input checked="" type="checkbox"/>	Understanding and implementation of ELP standards and academic content standards for LEP students	
<input checked="" type="checkbox"/>	Alignment of the curriculum in language instruction educational programs to ELP standards	
<input checked="" type="checkbox"/>	Subject matter knowledge for teachers	
<input type="checkbox"/>	Other, please explain: <input type="text"/>	
Check all activities that apply.	Participant Information	Number of Participants
<input checked="" type="checkbox"/>	PD provided to content classroom teachers	<input type="text" value="620"/>
<input checked="" type="checkbox"/>	PD provided to LEP classroom teachers	<input type="text" value="55"/>
<input checked="" type="checkbox"/>	PD provided to principals	<input type="text" value="45"/>
<input checked="" type="checkbox"/>	PD provided to administrators/other than principals	<input type="text" value="45"/>

<input checked="" type="checkbox"/>	PD provided to other school personnel/non-administrative	6
<input checked="" type="checkbox"/>	PD provided to community-based organization personnel	2
	TOTAL	773
School District Comments (Limit 1000 characters)	Consultant: Dr. Diane Geisler Collaboration model K-State coursework Linguistic Assessment Methods	
KSDE Comments (Limit 1000 characters)		



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Title IV Safe & Drug-Free Schools and Communities

In the table below, list the performance measures your district submitted for its TitleIV, Safe and Drug Free Schools program. Indicate your results in meeting the annual target(s) of your performance measures.

Performance Measure	Performance Target for 2008-2009	Actual Results	Performance Target Met
Family advocates will report an improvement in SIT-program students use of appropriate conduct.	08-09 same	2008-2009 end-of-year results – 58.3% were identified as showing improvement. Therefore, a 1.2% increase in appropriate conduct.	Yes
On post-tests students will report a significantly greater belief in the harmfulness of regular use of marijuana or will maintain that belief at program entry through program participation	08-09 same	2008-2009 – Difference from pre- to posttest was an increase of 0.5 (from 2.7 to 3.2 on a 4-point scale)	Yes
Schools will report a reduction in out-of-school suspensions for those students with active		2008-2009 end-of-year data collection - 181 behavior/social (SIT) plans and 66 out-of-school suspensions for the plan-	

SIT plans specifically related to the identified behavior on the plan	08-09 same	targeted behavior resulted in a 36.5% suspension rate. Therefore, a 4.9% decrease in the suspension rate between 2007-2008 and 2008-2009.	Yes
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Complete the table below by reporting the number of public schools in your district that provided prevention services/activities to students, categorized by elementary schools, middle schools, and senior high schools and the number of students in the schools that received Title IV services. Please count only those schools and students that received services at which these services were funded in whole or in part by Title IV Safe and Drug-Free Schools and Communities funds.

School Level	Number of Schools	Number of Students (unduplicated student count)
Public elementary schools	31	807
Public middle schools	8	198
Public senior high schools	5	1090
Total	44	2,095

How has the district informed parents of and included them in drug and violence prevention efforts?

- Newsletter
- Brochures
- Meetings
- Comprehensive Prevention Planning Activities
- School Climate Surveys
- Evaluation Activities
- Other Explain:

School District



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Program Information - At-Risk

As a result of legislative reporting requirements, all districts receiving state At-Risk funds must complete this section of the Local Consolidated Plan Annual Report.

1. Provide the unduplicated number of students who met the state's at-risk criteria and were, therefore, eligible for services funded with state at-risk dollars. Do not provide the free lunch count but rather the number of students who met the following criteria:

An at-risk student is one who meets one or more of the following criteria:

- * Is not working on grade level (i.e., reading and/or mathematics)
- * Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- * Is not meeting the requirements necessary for graduation from high school (e.g., potential dropout)
- * Has insufficient mastery of skills or is not meeting state standards (e.g., is below proficient on state assessments)
- * Has been retained
- * Has a high rate of absenteeism
- * Has repeated suspensions or expulsions from school
- * Is homeless and/or migrant
- * Is identified as an English Language Learner
- * Is non-proficient on State assessments

2. How many of the identified students in question #1 were served with state at-risk funds?

3. How many at-risk students received at-risk type services provided through other funding sources (i.e., Title I)? (Do not include special education funding.)

4. How many kindergarteners received additional half-day kindergartener services funded with state at-risk funds?

5. How many state at-risk dollars were spent on the additional half-day kindergarten services?

6. How many regular classroom teachers (FTE) received part or all of their salary from state at-risk funds?

7. Explain how the district determined what type of services and/or assistance to provide with state at-risk funds. Include the data considered in making the decision.

We looked at students who fit in at least one of the identifiers for At Risk.

1. Is not working on grade level.
2. Is not meeting the requirements necessary for promotion from high school.
3. Is not meeting the requirements necessary for graduation from high school.
4. Has insufficient mastery of skills or is not meeting state standards.

8. Check which service(s) and/or assistance were provided with state at-risk funds, then indicate the impact of those services on the identified at-risk students.

Type of Service	Impact of Service		
	Postive Impact On Academic Achievement	Negative Impact On Academic Achievement	Impact Unknown
<input checked="" type="checkbox"/> Additional in Class Assistance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input checked="" type="checkbox"/> After School Programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> Tutoring Programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Summer School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Additional Half-Day Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Alternative High School Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> High School Credit Recovery Course (Course completion or			

makeup)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Language Support Programs for English Language Learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Other -- Specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Provide more detail as to the results of the state-funded at-risk program.

Of the 15,800 At Risk students, 7,882 took the state reading assessment and 4,581 were at or above standard.
 Of the 15,800 At Risk students, 7,850 took the state math assessment and 4,576 were at or above standard.

School District Comments (Limit 1000 characters)	
KSDE Comments (Limit 1000 characters)	On the Student Placement - by Grade page you said there were 1509 at risk Kindergarteners, and on the Program Information - At-Risk page on question #4 you put there were 0 Kindergarteners at risk, please double check your amounts. If you have questions please contact teverhart@ksde.org , thanks. Changes were corrected, I looked at 7/14/09.



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