

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for 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 CDE no later than November 1, 2010, 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, <i>Standards-based Curriculum, Instruction & Assessment</i> , p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>EPC 1: Institute and fully implement and monitor the daily use of curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils:</p> <p>We have determined that we have not met our achievement targets due to a combination of factors relating to access, fidelity, monitoring and professional development, and plan to address the following in our action plans below:</p> <ul style="list-style-type: none"> • Provide the State Board-adopted core and intervention <i>materials</i> to students in special education classrooms; • Support all teachers in the <i>implementation</i> of core and intervention curriculum with fidelity; 	<p>Site Principals, and District Educational Services—Directors of Elementary and Secondary Education, Director of Special Services</p> <p>Fall 2004 and ongoing</p>		<p>\$1,433,511</p>	<p>General Fund/ LCAP/LCFF Lottery/ Common Core One Time funds</p>

<ul style="list-style-type: none">• <u>Monitor</u> the use of curriculum, instructional strategies and pacing guides for special education students and, ensuring the use of appropriate differentiation use of instructional strategies and accommodations /modifications, to provide meaningful pacing guides access for• Provide <u>professional development</u> to staff and administrators on the delivery and use of the curriculum <p>Grades K-8</p> <p>1. All teachers will be provided with complete sets of the most recent SBE-adopted core and intervention materials in mathematics and reading/language arts for every elementary school and classroom in the district. The most recent program adoption was the 2012 mathematics adoption (Scott Foresman enVision Mathematics, K-5) and McDougal Littell Mathematics, 6-8). Elementary teachers are also using supplementary materials in English Language Arts to support guided reading instruction and writer's workshop (Fountas and Pinnell and Calkins Writing Units of Study) to support Common Core Instruction.</p> <ul style="list-style-type: none">i. Special education teachers of students with mild to moderate disabilities will be provided the teacher edition and appropriate standards-based grade level texts in math and reading/language arts for each student they serve. Elementary special education teachers of students with mild to moderate disabilities also use supplementary materials in English Language Arts to support guided reading instruction and writer's workshop (Fountas and Pinnel and Calkins Writing Units of Study) to support Common Core Instruction for each student they serve.ii. Principals will monitor the daily use of core	<p>Directors of Elementary and Secondary Education--Math Program Adopted in May 2012 for Elementary grades; new math program being piloted in secondary (6-12)</p>			
---	--	--	--	--

<p>and supplemental materials for students with disabilities (SWD) in both general education and special education classroom settings</p> <p>iii. SPED teachers of moderate/severe SWD will be provided with state-standards-aligned alternative curriculum materials</p> <p>b. Follow-up adoption for ELA/ELD core and intervention programs including the ELD Program components of the core materials. (Current adoption is Houghton Mifflin Reading, K-5 and Prentice Hall, 6-8) ELD curriculum K-5 is EL Achieve and 6-8 is Scholastic 3D. Since 2013, the Sobrato Early Academic Language (SEAL) program has been replicated in all elementary sites in grade level cohorts. To date we have teachers in PreK through Grade 2 trained in five elementary sites and PreK-Grade 1 in the remaining four sites. SEAL is based in CCSS with emphasis on balanced language and literacy and designed to meet needs of all students, but especially the linguistic and academic needs of English Learners. Grade level teachers collaborate to build thematic units from which all content is taught.</p> <p>i. Reading Intervention for students in intensive intervention: * Guided Reading leveled text, Read Naturally, Corrective Reading, Reading Mastery, HeadSprout, Soar to Success and Great Leaps and other curriculum resources are provided per student RTI² needs.</p> <p>Most elementary sites implemented Rtl² by delivering small group, leveled reading instruction across the grade level to all students, as well as, use of interventions,</p>	<p>May 2008</p> <p>Directors of Elementary and Secondary Education</p> <p>Directors of Elementary and Secondary Education; Directors of Special Education and English Learner</p>			
---	---	--	--	--

<p>such as: Soar to Success, Lexia, Headsprout, Leveled Literacy Intervention, Read Live, Magic Rimes, Great Leaps, and Words Their Way for students that struggled with reading.</p> <p>ii. Reading Intervention for English Learners Is EL Achieve curriculum units (K-5), and small group Guided Reading Reading Intervention for Students with Disabilities (SWD):</p> <ul style="list-style-type: none">* SPED teachers of students with mild/moderate disabilities are provided the teacher edition and appropriate standards-based grade level texts in ELA for each student they serve as well as, supplemental materials utilized in general education classrooms* Students with disabilities participate in all intensive reading intervention programs, as appropriate based on IEP needs.*In addition to intensive intervention reading programs, SWD are also provided supplementary researched-based intervention materials and instruction using <p>Guided Reading Levelled Texts, Read Naturally, Corrective Reading, Reading Mastery, HeadSprout, Soar to Success, Lexia, Leveled Literacy Intervention, and Great Leaps depending on the specific needs of the student</p> <p>*As appropriate, elementary RSP teachers participate in Response to Intervention ELA groups, where they push in to classrooms to support students with needs by implementing small group instruction and</p>	<p>Programs</p>			
--	-----------------	--	--	--

<p>research based techniques.</p> <p>*At the secondary level, SWD participate in core curriculum classes with push in or pull out special education support as needed. Collaborative models of support with general education and special education teachers teaching and collaborating together to meet the needs of special education students are now being implemented at the secondary sites as well.</p> <p>iii. Principals will monitor the daily use of core and intervention materials for students with disabilities (SWD) in both general education and special education classroom settings</p> <p>c. Common Core based English Language Arts— Site based TSA’s and Common Core TSA’s have begun to align materials and instructional practices with Common Core State Standards (Elementary Guided Reading Leadership and Secondary PLC groups)</p> <p>i. Grade-level core and strategic intervention (ancillary materials)</p> <p>ii. Intensive Intervention materials</p> <p>iii. Common Core TSAS collaborate regularly with elementary special education staff to increase access to these instructional practices and materials for SWD</p> <p>d. All sites will be represented on K-5 and 6-8 ELA Committees, along with grade level representatives and district level curriculum leadership</p> <p>i. Selection of core materials will follow the State CDE suggested process</p> <p>e. All special programs will be represented on Elementary (K-5) and MS (6-8) ELA CCSS</p>				
---	--	--	--	--

<p>Committees, such as EL and SWD</p> <p>f. Purchase and distribute materials to school sites as funding becomes available</p> <p>Grades 9-12</p> <p>2. Provide complete sets, and provide professional development and coaching in the key instructional shifts for the common core such as writing with evidence, use of constructed responses, academic discourse and use of complex text.</p> <p>a. State-standards-aligned textbooks and instructional materials in English/reading language arts courses, including the core high school editions.</p> <p>b. Scholastic 3D Course I and Course II has been the secondary ELD curriculum since 2013-14.</p> <p>ELA</p> <p><i>Reader's Choice, California, Course 4/5, Glencoe, Grade 9/10, 2002</i> <i>Literature: World Masterpieces, Prentice Hall, Grade 9-10, 2004</i> <i>Literature and Language: Essentials of American Literature, Holt, Grade 9, Scholastic 3D for ELD</i></p> <p>Adopt and implement CCSS based ELA/Math programs in grades 9-12 as funds become available.</p> <p>c. SBE-adopted English/reading language arts intensive intervention instructional materials for all students unable to demonstrate proficiency in 6th grade standards. AVID class to support struggling 6th graders.</p> <p>d. SBE-Adopted Math pathway/course sequence for 6-12 graders using CCSS- Mathematics and a pilot committee in process of adopting a new Math textbooks and instructional materials. A High school Algebra support class developed by teacher leaders across the district.</p> <p>9-12 MATH- In pilot phase and will adopt new text in May 2015.</p>	<p>Site teams, and Secondary TSA team</p> <p>Adopted 2007 Adopted 2005 Adopted 2004</p>			
--	---	--	--	--

<p>e. SPED teachers of mild/moderate SWD are participating in math pilot and will plan, implement the new textbook and key instructional shifts. The ELA and Math program serves as the core curriculum for each student they serve.</p> <p>f. SPED teachers of moderate/severe SWD will be provided with state-standards-aligned alternative curriculum materials</p> <p>g. Principals will monitor the daily use of core and intervention materials for SWD in both general and special education classroom settings.</p> <p>Full implementation and systematic monitoring and support of the nine Essential Program Components for instructional success in any school failing to make Adequate Yearly Progress (AYP) through the Alternative Governance Plan.</p> <p>Summary of continuous improvement needs in grades 6-12: Secondary schools lacked consistent implementation of short/long term plans that fully utilize resources to differentiate instruction and the skills to support the range of learners in the classes. Site administrators are developing high functioning Leadership teams to identify key instructional focus areas for implementation of the CCSS, and use of planning time, coaching and Principal and peer observations. High teacher turnover in some schools lead to a significant number of teachers that would need help engage significant subgroups.</p> <p>Corrective Action(s): ♦ Support ongoing professional learning to promote the transition to the CCSS through the use of key instructional shifts.</p>	<p>Teachers, Administrators, Educational Services Dept; Director of Special Services</p> <p>Director of Secondary Ed, Ed Services, Secondary Principals</p>		<p>No additional costs</p>	<p>Title 1/Title 2</p>
---	---	--	------------------------------------	------------------------

<p>♦ <i>Areas of focus:</i></p> <ul style="list-style-type: none"> ♦ Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-12. ♦ English language arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text collaborative conversations, the new English Language Development (ELD) standards <p>New Challenges: transitioning to the SBAC assessment system, effective utilization of technology and media, 21st century skills, career and college readiness.</p> <p><u>EPC 2:</u> Instructional Time increases—Board Adopted in May 2006: Elementary -</p> <ul style="list-style-type: none"> • ELA uninterrupted reading instruction <ul style="list-style-type: none"> ○ K 60 mins daily ○ 1-3 2.5 hours daily ○ 4-6 2.0 hours daily • Additional time for ELA intervention <ul style="list-style-type: none"> ○ K 30 mins daily ○ 1-3 30-45 mins daily ○ 4-5 30-45 mins daily • Math uninterrupted adopted program <ul style="list-style-type: none"> ○ K 30 mins daily ○ 1-5 60 mins daily • Additional time for Math intervention <ul style="list-style-type: none"> ○ K-5 15 mins daily <p>Middle School – Board Adopted in May 2006</p> <ul style="list-style-type: none"> • ELA adopted program <ul style="list-style-type: none"> ○ 6-8 1.5 hours daily • ELA intervention <ul style="list-style-type: none"> ○ 6-8 intensive 1.5 hours daily 	<p>Diirectors of Elementary and Secondary Education, Director of Special Services, Principals and Assistant principals</p>			
---	--	--	--	--

<ul style="list-style-type: none">○ 6-8 strategic 1.5 hours daily for one semester● Math adopted program<ul style="list-style-type: none">○ 6-8 1.5 hours daily● Math intervention<ul style="list-style-type: none">6-8 30 mins daily (included in core program)● All teachers of SWD will adhere to the board adopted instructional time for ELA and math at all grade levels● Principals will monitor the adherence to the daily and weekly instructional time requirements in all core subjects as evidenced in walk-throughs, posted daily agendas and collection of weekly planning documents. Priority is given to uninterrupted instructional time in core for all students and in particular SWD <p>High School - Student access to high school standards-aligned core courses</p> <ul style="list-style-type: none">● Master schedules are designed to afford time for shadow classes and ELA pacing schedules reflect effective use of instructional time to master skills assessed on ELA and writing components of CAHSEE● Provide ELA/Math assessment calendars to all sites to plan for instruction and formative assessments<ul style="list-style-type: none">* Need to adopt districtwide performance tasks in Math and ELA.● SWD will be prioritized (hand-scheduled first into classes and locked into the appropriate classes) in the secondary schools' master scheduling in order to remain in compliance with IEP recommended programs, services, and goals <p>Summary of continuous improvement needs and in grades 6-12: Inconsistent placement of students across the content areas at the middle/high school level for ELA/Math support and English Language Development. Course offerings</p>	<p>Director of Special Education; Directors of Elementary and Secondary Education, Principals, Teachers</p> <p>Director of Secondary Education, Ed Services, Principals, and Counselors</p>			
---	---	--	--	--

<p>inconsistent across schools; planning lacks the required the depths of knowledge associated with college and career readiness skills.</p> <p>Corrective Actions: Analysis of semester grades and NWEA scores with all Secondary Principals to develop appropriate focus on key instructional shifts and develop classes to ensure support and effective teacher practice. Provide the most challenging students with the most qualified teachers. Continue use of Leadership teams, Teacher leaders to build capacity through the use of team planning, coaching, and to support the implementation of the key instructional shifts and understanding of the depths of knowledge for the Common Core. Develop Teacher capacity through the Secondary Literacy Collaborative (use of teacher leadership), hire two Math TSA's to provide curriculum planning, instructional support and leadership to the Instructional Leadership team. Develop and implement performance tasks to provide authentic feedback to teachers.</p> <p>EPC 3: Principals' Instructional Leadership Development</p> <ul style="list-style-type: none"> • Use of Instructional Rounds with all Principals, visiting each site once a month to develop common agreements on key instructional shifts, calibrate on quality teaching and include teacher leadership in planning and implementation of site based professional learning. • Analysis of trimester/semester grades and quarterly of NWEA to inform instructional practices and provide professional learning. • Secondary Principals to attend the performance tasks professional learning with teachers to learn importance for monitoring of implementation. • Elementary principals attend parts of the SEAL training as well as Guided Reading training and meet with the facilitator/trainers to review implementation and 	<p>Director of Assessment, Director of Elementary and Secondary Education, Director of Special Education; Coordinator of RTI; Principals</p>		<p>Partial salary/ benefits of Directors of Elementary, Secondary, Assessment, EL programs, and special education who provide PD to principals</p>	<p>LCAP/LCFF Title 1 PI/PD Title 2 Common Core</p>
---	--	--	--	--

<p>monitoring of program implementation</p> <ul style="list-style-type: none"> All elementary and secondary principals will receive professional development in the implementation of the RTI² program Ongoing coaching and professional development on the implementation of RTI² will be provided by the district coordinator of RTI All returning principals receive professional development on the implementation of programs for SWD, including concepts of LRE, IEP standards-based goals and SWD all inclusive access to embedded assessment protocol. Principals will develop a common walk through protocol to focus on key instructional shifts for SWD in both general education and special education classroom settings. <p>Summary of continuous improvement needs in grades 6-12: Ensure that all secondary administrators understand the common core state standards and the major shifts in ELA/Mathematics and Next Generation Science Standards. Corrective Actions: Provide a comprehensive series of professional development opportunities such as Instructional Rounds, developing a new Principal evaluation tool, developing leadership capacity in Observations and feedback, and use of data to inform practices.</p> <p>EPC 4: Credentialed Teachers and Professional Development Opportunity</p> <ul style="list-style-type: none"> Fully credentialed teachers; Common Core ELA, Science (TK-8) and Math classes (HS) SPED teachers will continue to receive professional 	<p>Director of Secondary Ed, Principals, and TSAs</p> <p>Chief Human Resource Officer; Directors of Elementary and Secondary Education; Director</p>		<p>Training costs for BTSA \$138,000 (mentor stipends and subs) \$131,502 (PD fees)</p> <p>Coaching salaries and benefits: \$416,490</p> <p>Conference fees, consultant fees, sub costs \$275,124</p> <p>Conference and consultant</p>	<p>Title 1 PI/PD Title 2</p> <p>Common Core One Time Funds</p> <p>Common Core one time funds</p> <p>LCAP funds</p>
--	--	--	--	--

<p>management, Crisis Prevention Intervention, Common core for students with executive functioning difficulties, Improving communication skills through the use of technology, and Applied Behavioral Analysis..</p> <ul style="list-style-type: none"> • The Director of Special Services and staff will train SPED teachers in the decision-making process for determining the formative and summative year end assessments related to the curriculum (core, modified core, intervention or alternative) taught to the specific student. <p>Summary of continuous improvement needs in grades 6-12: Due to lack of funds/high teacher turnover many certificated teachers did not receive key professional development such as Culturally Linguistic Responsiveness and support for English Learners.</p> <p>Corrective Action(s): Established common strategies across middle/high schools that apply across content areas and identifying common EL and Culturally Linguistic and Responsive strategies that meet the demands of common core ELA and Math. Purchase supplemental materials that support the transition to common core and offer an annual series of professional development on lesson/unit writing and the common core shifts in ELA/Math/NGSS. As funds permit adopt new curriculum for ELA/Math/History/Social Science/Science and provide the associated professional development.</p> <p>EPC 5: Student Achievement Monitoring System – The District Assessment Plan includes the administration of district wide benchmark assessments three times a year using leveled tests from Northwest Evaluation Association (NWEA) called Measures of Academic Progress (MAP) covering math, reading and language usage. Individual and class growth targets are part of the implementation of MAP testing. School wide data is disaggregated by significant subgroup and sites are developing supports to</p>	<p>Director of Assessment and English Learner Programs Directors of Elementary Education, Secondary Education and Special Education</p>			
--	--	--	--	--

<p>increase achievement and show growth over time.</p> <p>The Assessment results become the focus for CPT and grade level meeting conversations. Principals will monitor data analysis and be accountable for documenting and overseeing student growth and data informed instruction. Principals will be supported by directors in these monitoring efforts as data conversations and growth are part of principal professional learning at both elementary and secondary levels as well as district wide K-Adult meetings.</p> <p>Elementary/Middle School -</p> <ul style="list-style-type: none">• Benchmark NWEA MAP assessments for fall, winter and spring. Teachers use data for formal data conversations three times a year and for data discussion during CPT on a regular basis. Teachers use this data for determining individual student learning levels, building flexible grouping, designing specific targeted instruction, and developing lesson plans.• Elementary teachers are using Running Record assessments as curriculum based assessment during reading four times per year.• Middle school math includes ongoing unit assessments to help further inform instruction and growth.• Principals monitor assessments, test results, lead school wide data conversations and monitor in class follow up instruction• SEAL Classrooms teachers receive planning days and on site coaching support part of which is to review and complete the depth of implementation monitoring tool to determine strengths and challenges in replicating the SEAL model in classroom instruction.• Implementation of RTI² monitoring system at elementary schools. Benchmark assessments with NWEA and/or Aimsweb are given to all students at participating grade levels (Tier 1) three times per year. Running records will be given four times/year at grades				
---	--	--	--	--

<p>K-2 in 2015-16. At grades 3-5, running records will be given beginning in March of 2016. English Learner students are assessed using the EL Achieve Quick Assessment and subsequently with end of theme tests from the EL Achieve curriculum. Additional progress monitoring utilizing additional running records and/or Aimsweb is conducted for students receiving Tier 2 and 3 interventions. The site intervention review team reviews this data every eight to ten weeks in order to determine the intervention/instructional needs for each student.</p> <ul style="list-style-type: none">• Tier 1 and Tier 2 RTI² include additional time in ELD instruction for students in Kindergarten and first grade.• EL student in SEAL programs receive small group and differentiated instruction throughout the day in either self contained or pull out settings.• EL students who are not meeting their AMAO targets are identified for appropriate RTI² intervention and support.• SPED teachers will measure progress on IEP goals by reporting on goal progress at every grading period using RTI² data, NWEA, running records, early literacy measures, curriculum embedded assessments, observations, teacher reports, data collection and informal assessments that measure specific skill development. <p>High School –</p> <ul style="list-style-type: none">• 6-8 week curriculum embedded and NWEA MAP assessments in Math, Reading, Language Usage in 9th and 10th grade provide teachers with explicit information on student learning needs. Grade 11 and 12 students in intervention courses and Cahsee prep and support courses are also assessed with MAP. Teachers use data for formal data conversations three times a year and for data discussion during CPT on a regular basis. Teachers use this data for determining individual student learning levels, building flexible grouping, designing specific targeted instruction, and developing				
---	--	--	--	--

<p>lesson plans.</p> <ul style="list-style-type: none"> • Principals monitor assessments, test results, lead school wide data conversations and monitor in class follow up instruction • English Learners who are performing 1-2 years below grade level, or not meeting NWEA targets or are not meeting AMAO targets are provided with a catch up plan designed to bring them to grade level proximity. • At the secondary level each site has an LTEL course designed to meet the linguistic and academic needs of EL students. Students are identified for enrollment into this course. • Monitoring of SWD Principals will ensure that all SWD that are working towards a diploma (unless the IEP team determines the certificate of completion is appropriate), participate in district benchmark assessments with appropriate accommodations/modifications per their IEP • SPED teachers will measure progress on IEP goals by reporting on goal progress at every grading period through collaboration with general education staff at common planning time, as well as, NWEA, standardized assessment results, data collection and curriculum embedded assessments <p>Summary of continuous improvement needs in grades 6-12: A survey of secondary schools reveals questions around local assessment and a need for rationale.</p> <p>Correction Action(s): Revisit the rationale for NWEA and Illuminate along with the District Assessment Calendar. Provide refresher courses for NWEA and Illuminate as needed. Train new administrators on NWEA and Illuminate.</p> <p>EPC 6: Ongoing Instructional Assistance and Support for</p>	<p>Directors of Elementary and Secondary Education, Director</p>		<p>Coaching salaries and benefits: \$416,490</p>	<p>Common Core One Time Funds</p>
--	--	--	--	-----------------------------------

<p>Teachers</p> <ul style="list-style-type: none"> • Coaches, content experts and specialists in ELA adopted program will be hired to support Common Core instructional strategies. We currently have 4.5 TSA's for CCSS in elementary and secondary • Currently, we have 1 district ELA TSA for Intervention and Literacy at every elementary site, funded out of Title 1 professional development site funds. These coaches provide daily support to teachers in effective implementation of the adopted programs, using a descriptive rubric of key program components for implementing programs. • All teachers who teach ELD in grades K-5 will be provided with training in EL Achieve Systematic ELD instruction, given the appropriate materials for coursework and monitored using the Classroom Observational Tool to assure that ELD instruction is robust and rigorous. Secondary ELD curriculum is Scholastic 3D Course I in Middle School and Course II in High School and all teachers have received appropriate training in implementation of this curriculum. • At all levels Systematic ELD instruction will be organized by CELDT levels wherever possible. • Secondary teachers in content areas will receive Scholastic 3D training and EL Achieve Constructing Meaning training and be responsible for including explicit language objectives and evidenced in classroom practice. • Special Services support staff will hold regular meetings with SPED teachers, support staff, and paraprofessionals and lead discussions around collaboration with general education staff serving students in the least restrictive environment, helping students access grade level CCSS, behavior management, and use of appropriate data in writing IEPs and supporting SWD needs. Monthly district-wide 	<p>of Assessment and English Learner Programs, Director of Special Education, Teachers, Principals</p>		<p>Coaching salaries and benefits \$630,000</p>	<p>LCAP Funds</p>
--	--	--	---	-------------------

<p>SPED meetings will provide opportunities for coaching on CASSP Assessments accessing grade level common core state standards, differentiation of core curriculum, alternative curriculum, alignment of curriculum to CCSS, writing CCSS aligned standards based IEP goals, the 9 EPC's and coaching on research-based instructional strategies.</p> <ul style="list-style-type: none"> • Special education support staff will continue to coordinate and plan support and training with general education staff and Common Core TSA's to help meet the needs of SWD in general education settings. • New teachers receive support and coaching in understanding CCSS and instructional strategies through the BTSA program <p>Summary of continuous improvement needs in grades 6-12: The district lacked a structure for ongoing instructional assistance and support for teachers.</p> <p>Corrective Action(s) Review and revise department/grade level chairs/SLC lead roles and responsibilities and piloting new site meeting formats. Send out monthly middle/high school professional learning communications to address secondary curriculum, instruction, and assessment empowering the teachers to take action on items that will improve the learning environment for all students. Focus the one Common Core TSA on Literacy in Secondary and add three more TSA's as funds permit to support ELA/ELD, Math, and Science teaching and learning.</p> <p>EPC 7: Collaboration by Grade Level (Elem/Middle School)</p> <ul style="list-style-type: none"> • Weekly common planning time is designated for 	<p>Director of Elementary and Secondary,</p>	<p>Common planning Time is part</p>	<p>CCSS Funds, LCAP/LCFF, GF</p>
---	--	-------------------------------------	----------------------------------

<p>teachers to plan lesson delivery. Teachers use MAP and CE assessment data and coaching suggestions</p> <ul style="list-style-type: none"> • Sign in sheets and agendas are required to be submitted to principals for monitoring • Teachers in elementary SEAL classrooms receive grade level training and planning within the SEAL replication process. Coaches and teacher facilitators lead these collaborative efforts during planning days. • Teachers are responsible for analyzing grade level and disaggregated data, determining focus areas of needed instruction and designing strategic action steps to be taken to address the instructional needs evident in the data analysis. Disaggregation is geared to significant subgroups by grade level in order to close the achievement and opportunity gaps. <p>Teacher/department and subject matter collaboration /High School)</p> <ul style="list-style-type: none"> • Twice monthly common planning time is designated for teachers by department/subject matter to plan lesson delivery based on assessment data for adopted programs in ELA • Twice monthly common planning time is designated for teachers by department/subject matter to plan lesson delivery based on assessment data for adopted programs in Math • Sign in sheets and agendas are required to be submitted to principals for monitoring <p>Collaboration of special education and general education staff</p> <ul style="list-style-type: none"> • SPED teachers will attend grade level, subject specific, and small learning community (SLC) grade level or subject specific common planning time meetings to discuss and plan differentiated lessons based on multiple sources of data, MAP and CE assessment data, and IEP goals/accommodations for SWD included in general education settings • SPED teachers will collaborate with general education teachers to develop appropriate modifications and 	<p>Assessment/EL, and Special Education; Principals; Teachers</p>		<p>of teacher contract time; no additional costs unless outside coaching or PD occurs (see EPC 4 and 6)</p>	
--	---	--	---	--

<p>accommodations for SWD in general education settings</p> <ul style="list-style-type: none">• SPED teachers will collaborate with general education teachers to provide extra support for SWD to ensure that SWD are provided multiple means for them to access, express, and engage with grade level CCSS in the general education classroom• SPED teachers will provide and will assist general education teachers in adapting core curriculum and review differentiated instruction strategies for SWD in general education settings• This year, extra release time was provided for secondary SPED and general education teachers that requested it in order for the collaborative teaching partners to collaborate and plan lessons together.• Additional opportunities and time for planning and collaboration between general education and special education student will occur at designated secondary sites for 2015-16.• Principals will monitor the content, frequency, and attendance of special education and general education teachers' collaboration time during CPT as evidenced by sign-in sheets and agendas Principals may attend and participate in CPT <p>Summary of continuous improvement needs in grades 6-12: Weekly common planning time is in place. However, the focus and topics in these meeting may not directly correlate to improvements in student outcomes. All secondary school administrators receive copies of minutes, but the feedback to teachers is inconsistent. Some administrators report difficulty getting department chairs at the middle school due to lack of interest and no funds to compensate teachers for the extra work.</p> <p>Corrective Actions(s): Revitalize teacher support for grade level/integrated</p>				
--	--	--	--	--

<p>curriculum work with 2 way dialogue. Share multiple protocols for data teams and data analysis that can be used during common planning time. Ensure principals sit in on common planning time to follow-up on meeting minutes and offer reflections focused on curriculum, instruction, and assessment. Share research on professional learning communities and launch these committees across secondary schools to empower teachers to share and learn promising practices.</p> <p><u>EPC 8:</u> Lesson Pacing Schedule for Elem/Middle Schools</p> <ul style="list-style-type: none"> • All grade levels have developed detailed pacing schedules that align with the adopted curriculum for ELA CORE and Intervention programs. • ELD curriculum at all grades will follow the new CCSS ELD standards and the ELA/ELD Framework recommendations. Grade level teams are working to integrate the Designated ELD time into the SEAL thematic instruction so that students are not pulled out but served in the classroom. • All grade levels have developed detailed pacing schedules that align with the adopted curriculum and Common Core standards for each grade level for Math • Principals monitor the implementation and synchronization of pacing schedules • All teachers of mild to moderate SWD will adhere to the grade level general education curriculum guides and pacing in ELA, math, and content areas per current district implementation and with appropriate differentiation and accommodations to grade level instructional materials and modified core curriculum as appropriate. This is evidenced by lesson plans, schedules, and use of grade level instructional and supplementary materials. Modified core curriculum to be included as appropriate and per IEP recommendations. • SWD taking alternative curriculum will follow curriculum 	<p>Directors of Elementary and Secondary Education; Director of Assessment and English Learner Programs; Director of Special Education; Principals</p>		<p>No cost</p>	
---	--	--	----------------	--

<p>guidelines and appropriate sequence of skill development based on research, CCSS grade level standards, NCSC resources, Styer Fitzgerald scope and sequence guides, and measurable IEP goals and benchmarks.</p> <ul style="list-style-type: none">• Planning is underway for designing specific content and lesson plans around transition and self-determination for high school mild/moderate students taking alternative assessments. <p>Intervention Programs for students below grade level for High Schools</p> <ul style="list-style-type: none">• All high schools utilize SBE-adopted intervention programs, as separate, extended-period class for ELA; (Read 180);1st semester Algebra Support class• SWD participate in all SBE-adopted intervention programs (READ 180, algebra support class, and English support class), as indicated by the IEP team <p>Summary of continuous improvement needs in grades 6-12: Inconsistent implementation of existing pacing guides and scope and sequence documents across middle/high schools.</p> <p>Corrective Action(s): Strategically abandon pacing guidance with limited promise. Encourage unit writing aligned with content themes to incorporate the common core shifts, depth of knowledge, and required assessments. Develop pacing guides/integrated units with adhoc teacher groups for all core content areas in middle school/high schools. Continue 2 way dialogue with teachers, Alameda County Content Coordinators, and UC Berkeley to determine next steps to deepen course alignment with the demands of the common. Establish middle/high school content area professional learning communities to celebrate promising</p>				
---	--	--	--	--

<p>practices with results and learn from each other to improve the learning environments for all students.</p> <p>EPC 9: Fiscal Support - Available general and categorical funds are allocated to support a Common Core standards-based program in ELA and mathematics for all students throughout the district, intervention programs in ELA and mathematics for all underperforming students and special resources for English Learners and students with disabilities.</p> <p>Budgets will reflect the following priorities:</p> <ul style="list-style-type: none"> • Delivery of Common Core standards-based curricula in ELA and math • Effective use of research-based interventions to accelerate low-performing students, based on assessed student needs • Support of ELD supplemental material; professional development with SEAL, EL Achieve ELD and Constructing Meaning, Scholastic 3D, Constructing Meaning, curriculum implementation and in class support for teachers. • Support of special education students and programs; including staff development, curricular materials, progress monitoring systems, and collaboration efforts with general education staff • Designated a scope of responsibilities for the district-wide coordination of the RTI program. • Implementation of an English Language Development Program, as documented by student language development needs • Provision of effective professional staff development that addresses stated priorities for curricular and instructional improvement • Incorporation of data based on interim formative assessments to guide instructional decisions <p>District leadership, fiscal, human and technical resources to</p>	<p>Business Services Director; Educational Services Directors; Special Education Director</p>		<p>See LCAP plan for details</p>	<p>Categorical EL Funds LCAP/LCFF, Title 1, Title 2</p>
---	---	--	----------------------------------	---

<p>fully implement a coherent instructional program for all students including:</p> <ul style="list-style-type: none">• Governance• Alignment of curriculum, instruction, and assessment to state standards• Fiscal operations• Parent and community involvement• Human resources• Data systems and achievement monitoring• Professional development <p>Specific Actions to Address High Priority Students</p> <p>English Learners –</p> <ul style="list-style-type: none">• Full implementation of the Revised Master Plan for English Learners• Full implementation of the Title III Program Implementation Plan• SEAL implementation PreK-3 over the next three years at all elementary sites. ELD curriculum implementation for all EL students to insure that they have access to Core ELA and ELD courses throughout the year.• Establish a Long Term English Learner course at secondary sites.• Establish and monitor master planning process that gives priority to ELD and sheltered content area classes.• Continue to use CELDT results to appropriately place English Learners in core instruction and ELD.• Continued analysis of assessment results by language fluency and time in program. Ongoing review of progress of EL, RFEP and IFEP students.• Provide ongoing training, modeling, resources and support materials in the application of effective, research-based instructional strategies in core content areas for all teachers to assure full				
--	--	--	--	--

<p>implementation of EL Achieve Constructing Meaning framework in classroom instruction.</p> <ul style="list-style-type: none"> • Review master schedules of EL students to verify access to ELA core curriculum and ELD instruction • Continue to provide additional materials as needed to support ELD classes and core instruction • Principals will monitor growth of EL students with benchmark and CE assessments. • Include EL students' needs as topic of Collaborative Planning that are part of the data conversation templates that teachers will use during CPT and mandated data conversations • Focus on strategies for strengthening academic vocabulary development, meta cognitive skills, questioning strategies for EL students through faithful implementation of EL Achieve framework and curricula. • Support the implementation of CCSS ELD/ELA in all area of instruction K-12 to insure that designated, integrated and specialized ELD is available for the appropriate groups of EL students. <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Continue to strengthen collaboration between general education and Special Education staff through implementation of the RTI² model, collaborative teaching approaches, and other best practices strategies • Continue to analyze multiple measures including benchmark assessments, progress monitoring, progress towards IEP goals, state assessments, AIMSWEB, running records, diagnostic and curriculum-based measures to ensure placement of Students with Disabilities in the Least Restrictive Environment as appropriate for ELA/Math and intervention classes • Ensure collaboration of general education and Special staff 				
---	--	--	--	--

<p>* SPED teachers will provide IEP goals and classroom accommodations/modifications recommendations to general education teachers at the beginning and throughout the school year.</p> <p>*SPED teachers will provide explanation of accommodations/modifications to improve SWD access to and participation in the core curriculum/CCSS (e.g. multiplication chart, number lines, alphasmart use in ELA, front loading of vocabulary prior to lessons)</p> <p>*SPED teachers will collaborate with general education teachers to provide appropriate Universal Access and differentiated instructional strategies to SWD with the goal of improving access to core curriculum and grade level standards.</p> <p>* SPED teachers will be trained in developing accommodation strategies for allowing SWD access to core curriculum and/or specific ways to use supplemental research-based curriculum materials for SWD</p> <ul style="list-style-type: none">• SPED teachers will implement intervention curriculum, provide appropriate access to grade level common core state standards and utilize appropriate instructional strategies with fidelity for SWD• SPED teachers will use differentiated instruction strategies (e.g. direct teaching of vocabulary, teaching pre-, during-, post reading strategies, fluency building of high frequency words, chunking/questioning and finding ways to relate learning with student experiences).• Principals will monitor growth of SWD using benchmark and CE assessments• SPED teachers will participate in grade-level or subject matter meetings during CPT• Continue to monitor the implementation of standards-based IEP goals to ensure access to curriculum				
--	--	--	--	--

<ul style="list-style-type: none"> • District-wide staff development has been made available to SPED teachers, general education teachers and administrators on various aspects of specialized instruction of SWD. Additional staff development focused on universal design for learning, collaborative teaching practices, and other approaches to working with SWD will also be provided. • SPED Director will investigate how after school programs could serve SWD more effectively. <p>Summary of continuous improvement needs in grades 6-12: Categorical funds were not spent in a timely manner consistently across secondary school to support SPSAs.</p> <p>Corrective Action(s): All secondary sites completed the LCAP Survey/Stakeholder Engagement sessions and completed the ELA writing site specific corrective actions and made budget revisions as needed. The District Categorical Administrator will continue to provide guidance for spending categorical funds and followed-up as needed. Sites will be encouraged to follow up with the reports from the District Advisory Council (Parent Engagement Committee)/District English Learner Advisory Council to enhance efforts for student outcomes and parent involvement. Sites receiving Categorical funds will continue to implement and monitor the FPM compliance guidance.</p>				
---	--	--	--	--

2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.(See DAS, Standards-based	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
--	----------------------------	----------------------	----------------	----------------

<p><i>Curriculum, Instruction & Assessment, p.3-5)</i></p>				
<p>Goal 1: Annually increase district API until 800 or above is reached. (Suspended pending CDE action)</p> <p>Goal 2: Annually increase subgroup API until 800 or above is reached. (Suspended pending CDE action)</p> <p>Goal 3: Exceed state API target annually. (Suspended pending CDE action)</p> <p>Goal 4: Meet or exceed AYP proficiency targets district-wide and for all subgroups in ELA and mathematics. (Suspended pending CDE action)</p> <p>Goal 5: Meet AYP participation rates district-wide and for all numerically significant subgroups in ELA and mathematics. (Suspended pending CDE action)</p> <p>Goal 6: Meet or exceed AYP graduation rate.</p> <p>Goal 7: Meet or exceed state AMAO Targets for English Learners.</p> <p>Goal 8: 100% passing rate on both sections of the California High School Exit Exam by summer following senior year.</p> <p>Goal 9: Meet or exceed the NWEA MAP expected annual growth targets for every student.</p> <p>Goal 10: Increase the percent of SWD into the Proficient range by a minimum of 5% each year at each school site.</p> <p>Goal 11: Set benchmark targets for SWD taking the CMA.</p> <p>Goal 12: Meet or exceed the annual CAPA proficiency target growth rate.</p>	<p>Directors of Elementary, Secondary, Special Education and Assessment/EL, Site Administrators</p>		<p>See EPC costs above for materials, PD for all administrative and certificated staff</p>	<p>General fund, LCAP, Lottery</p>

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

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All students in the core academic program will receive instruction that is standards-based and focus on the key instructional shifts such as academic conversations, use of complex texts, and writing with evidence.</p> <p>Students in Elementary Schools will receive Common Core aligned instruction in ELA using a Balanced Literacy approach.</p> <p>Students in SEAL classrooms PreK-3 will receive CCSS Next Generation Science Standards thematic instruction that is developed by teachers and facilitators to that reflects high linguistic and academic challenge.</p> <p>Teachers in SEAL classrooms receive ongoing training in research based most effective practices in language instruction for high academic language development. Teachers will be provided opportunities for professional development in successful research based strategies for specific subgroups.</p> <p>All EL students will receive daily integrated ELD each day to insure that they have access to CORE instruction that includes a focused approach to language instruction.</p> <p>All teachers of EL students will receive professional development to use the Classroom Observational Tool and Observation Protocols that focus on oral language production in the classroom as part of their professional learning community work and efforts to increase rigor of instruction for EL students in both ELD and Core classes.</p>	<p>Directors of Elementary, Secondary Education, Director of Assessment and English Learner Programs, Director of Special Services, Site Administrators Teachers, Coaches, Principals.</p>		<p>Prof. Dev, trainers, materials, release time- See professional development and materials EPC's above</p>	<p>General Fund, categorical funds, Title I, Title II,</p>

<p>TSA's for SEAL and CCSS will provide modeling, training, observations and feedback on effective classroom strategies and core program implementation.</p> <p>SPED teachers will provide modeling and training for general education teachers in adapting for the common core standards and providing differentiated instruction strategies based on IEP identified needs for SWD in general education settings.</p> <p>Principals will monitor the extent to which appropriate strategies are being implemented to support English learners.</p> <p>Principals will monitor the extent to which appropriate strategies are being implemented to support SWD.</p>				
---	--	--	--	--

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, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>We work with External Entities, including the ACOE-who assist with professional development and monitoring of PI initiatives.</p> <p>District staff will monitor the results of assessments at all schools with more frequent 2-3 week visits in schools with negative API or schools where API and/or AYP targets were not reached.</p> <p>Ongoing District professional development for intervention teachers will continue to include support on strategies, accommodations, frontloading of academic vocabulary, classroom management and positive behavioral supports specific to the needs of intervention student populations (including RSP/SDC mild-moderate, SDC moderate-severe).</p> <p>All action steps from the Title III Accountability Plan to</p>	<p>ACOE; Directors of Elementary and Secondary Education Directors of Elementary and Secondary Education</p> <p>Educational Services, Principals, teachers, Director of Assessment and English Learner Programs, Director of Special Services, coaches</p>		<p>Stipends, release time, materials, External Entity fees</p> <p>\$274267</p>	<p>General Fund, Categorical funds, Title I and II</p> <p>Title III Funds</p>

<p>increase EL student achievement will be followed with particular attention to CCSS ELD and content area language instruction to meet the CCSS in content areas. District will provide site based coaching for implementation of the CCSS ELD, ELA and Math at the elementary and secondary sites. SEAL coaches are trained in classroom observation protocols and review these with teachers prior to visiting evidence..</p> <p>District staff will provide coaching to teachers in implementing intervention programs, in utilizing appropriate assessments, and in providing appropriate differentiated instruction to meet the needs of students at all levels.</p> <p>All EL programs will be monitored for fidelity of implementation and degree of effectiveness in several areas: SEAL replication; ELD implementation in grades 3-12; follow up surveys from professional development, monitoring EL Coordinator meetings.</p> <p>District and principals will review existing collaboration practices to determine whether effectively support improved instructional practices as measured by formative and summative assessment results.</p> <p>District will continue to support the establishment of common practices/processes for conducting effective collaborative meetings.</p> <p>District will continue to provide coaching support for ELA and Systematic ELD and SEAL with a focus on improving teacher instruction and implementation of CCSS in these areas as well as Math and NGSS</p> <p>District will continue to monitor the implementation of IEPs for compliance; including strengthening of general education/special education collaboration, use of data to guide instruction, providing and giving SWD meaningful</p>	<p>Educational Services, Principals, teachers, Director of Special Services, TSA's</p> <p>Directors of Elementary and Secondary Education TSA's</p> <p>Directors of Elementary, Secondary and English Learner Programs.</p> <p>Director of Special Services</p>		<p>Stipends; training costs; sub costs</p>	
--	---	--	--	--

<p>access to providing core curriculum materials, and improvement of instructional delivery for SWD</p> <p>District will continue to support the development of the RTI2 model of instruction and intervention.</p> <p>District will develop and monitor, and sites will implement, policy to ensure placement, whenever possible, of the most effective teachers with the neediest students.</p> <p>District and sites will continue to review and evaluate the impact of interventions on student achievement based on multiple measures.</p> <p>District will continue to ensure support for teachers to attend Common Core training in core ELA, ELD and Math, SBE adopted intervention programs, and/or supplementary ELD interventions with state approved providers.</p> <p>District/site professional development will include training on classroom management to more effectively engage students. (including BTSA)</p> <p>District will continue to provide for and monitor effective collaboration in core ELA and math to support the development of Professional Learning Communities.</p> <p>District will continue to monitor site SPSA development and implementation and site accountability for student achievement.</p> <p>All sites, and district, are responsible for meeting Title III goals: Goal #1: % of students making annual progress in learning English; Goal #2 % of students achieving English Proficiency on the CELDT; Goal #3: Adequate Yearly Progress (AYP) for EL sub-group on the CST state mandated testing. All sites will follow the implementation plan for Title III Improvement</p>	<p>Teachers, principals, Educational Services Teachers, principals, Educational Services</p> <p>Educational Services</p> <p>Principals, Director of Assessment and EL Programs</p> <p>Principals, Director of Assessment and EL Programs</p> <p>Principals, Educational Services</p> <p>Educational Services</p>			
---	--	--	--	--

recommendations described above.

Please explain how you identified those needs and how you will address them. (See <i>DAS, Professional Development, p. 6-7</i>)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District and sites will support necessary professional development for teachers and administrators to ensure teachers can deliver the curriculum and administrators can support teachers in delivery of the curriculum (ELA, ELD, math, interventions).</p> <p>District and sites will support Common Core standards training, classroom management training, pacing guide training, and other trainings identified through needs assessments.</p> <p>District and sites will support professional development for all identified staff to support linguistically and intellectually challenging instruction to all EL students across the curriculum. Elementary teachers in PreK-3 will be part of the SEAL Replication training over the next few years</p> <p>District will provide ongoing training for all intervention teachers whose students do not make adequate progress in the program</p> <p>District will support professional development for all staff to meet the needs of SWD.</p> <p>District will support ELA instruction through collaboration and coaching provided by Ed Tech Coach and through research and writing workshops.</p> <p>District staff will provide continued professional development for principals and teachers regarding Data Director Illuminate and MAP to build capacity for comprehensive data analysis and use of assessment results to inform instruction.</p>	<p>Principals, Educational Services</p> <p>Director of Assessment and English Learner Programs, Principals</p> <p>Coaches, Educational Services</p> <p>Ed Tech staff</p> <p>Director of Assessment</p>		<p>Trainer fees, release time, materials</p> <p>Fees, materials</p> <p>Fees, materials</p> <p>Fees, materials</p>	<p>Title II, EIA/LEP, Title I, Title III</p> <p>Site and District categorical</p> <p>Site and District categorical</p> <p>Site and District categorical</p>

6. Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

Please describe those goals and specific strategies for meeting the goals.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>San Lorenzo USD will make continued progress towards all three AMAO targets.</p> <p>Goal 1: Continue to increase the percentage of EL students scoring proficient on the CST state mandated testing in ELA to meet AYP/AMO targets and AMAO 3 as identified in NCLB.</p> <p>Goal 2: Continue to meet or exceed state targets for AMAO 1 and AMAO 2 for those in the district less than 5 years and those in the district for more than 5 years.</p> <p>Goal 3: Continue to meet or exceed AYP/AMO target for percentage of EL students scoring proficient in math.</p> <p>Goal 4: Continue to meet participation rate for EL sub-group in ELA and math.</p> <p>Goal 5: Every EL student will receive designated leveled ELD instruction using appropriate supplemental materials and integrated ELD in all core content instruction.</p> <p>Goal 6: All non special education EL students who have been enrolled continuously since K or 1st grade will meet the reclassification criteria before entering middle school.</p>	<p>Site staff, principals, site EL Coordinators, Educational Services</p>		<p>Professional development and materials costs</p>	<p>LCAP/LCFF Title 1,2,3 Common Core One Time Funds</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	Related Expenditures	Estimated Cost	Funding Source
<p>Before/after school, and/or summer school interventions will be offered for students needing additional interventions beyond the school day i.e. tutoring, homework help, online credit recovery, and traditional summer school.</p>	<p>Site staff, Educational Services</p>	<p>Hourly pay, materials</p>	<p>\$400,000 for all summer school salaries, benefits and materials</p>	<p>Title I, ASES-REACH GF LCAP/LCFF</p>
<p>English Learners will be given opportunity in summer school to make up credits toward graduation that may be lacking due to scheduling requirements for EL students.</p>	<p>Site staff, Educational Services</p>	<p>Hourly pay, materials</p>		<p>LCAP</p>
<p>SWD will be considered for placement in summer school intervention programs based on their IEP needs.</p>	<p>Site/District SPED staff</p>	<p>Hourly pay, materials</p>		<p>GF</p>
<p>Students with moderate/severe disabilities and SWD that show regression without recoupment of skills will be considered for placement in Extended School Year based on their IEP needs.</p>	<p>Site/District SPED staff</p>	<p>Hourly pay, materials</p>		<p>Supplemental instruction</p>
<p>Supplementary educational services will be provided after school at all PI schools Year 2+ through state approved providers.</p>	<p>Director of Assessment, Educational Services, site staff</p>	<p>Hourly pay, materials</p>		<p>Supplemental instruction</p>
<p>Middle and High School students in grades 7-12 at risk of not passing the CAHSEE will receive CAHSEE prep services (not to supplant core instruction).</p>	<p>Director of Secondary Ed, site staff</p>	<p>Hourly pay, materials</p>		<p>Supplemental instruction</p>
<p>ASES/LCAP funds will provide for after-school programs with an academic component at eligible schools.</p>	<p>Site staff, principals, Boys & Girls Club, R.T. Fisher</p>	<p>Salaries, equipment, materials</p>		<p>ASES, LCAP funds</p>
<p>The District will partner with San Lorenzo and San Leandro library and the Ashland REACH Youth Center to provide After School Homework Support services.</p>	<p>Director of Secondary Education; library staff</p>			

--	--	--	--	--

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	Related Expenditures	Estimated Cost	Funding Source
District staff will support and monitor continued, and new avenues for two-way communication between sites and parents/community members.	Site staff, Educational Services	Printing, distribution	\$20,220	Site and District Title 1 funds
District has an active District Advisory Parent Engagement Committee to advise the district in matters of implementation of Title I guidelines, parent involvement needs, LCFF funding and LCAP process for allocation of resources and programs district wide. The district provides direct feedback to parents on topics of interest and relevance and to seek collaboration on district initiatives	Superintendent, Directors of Elementary and Secondary	Hourly pay, materials, child care	\$12,021	LCAP Funds
District parents of EL students meet monthly at the DELAC meetings to provide guidance to the district on program implementation, attend workshops with special speakers, and be provided an opportunity to discuss needs and concerns regarding student linguistic and academic success.	Director of EL programs		\$15,000	LCAP Funds
District and site staffs will continue to provide resources and trainings for parents to support academic success in reading and math.	Site SPED staff, Director of Special Services			
Middle and high school parents will continue to receive information on CAHSEE requirements and opportunities for support services.	Site principals, Director of Assessment			
Site special education staff will include parent input and information in the development of IEPs and review instructional strategies and services that will be implemented in SWD programs.	Site staff and principals			

<p>District SPED staff will work with the SELPA Community Advisory Committee to strengthen the relationship between parents and the special education department.</p>	<p>Sites, Adult School staff, ACOE</p>			
<p>District staff will provide all parents information about the standards-based system of instruction and accountability including grade level standards for their child(ren) in a manner that is comprehensible.</p>	<p>Educational Services, principals</p>			
<p>Sites will partner with a variety of community based organizations, including the San Lorenzo Adult School and the Alameda County Office of Education to provide parent education opportunities throughout the district and school year.</p>	<p>Site staff and principals</p>		<p>\$100,000</p>	<p>LCAP Funds</p>
<p>District will engage the services of RT Fisher/The Quad and other agencies to inform and empower Title 1 parents regarding relevant issues with special attention to English Learners through both ELAC and DELAC meetings and to SWD. The focus will be on understanding Common Core Instruction and the LCAP process.</p>	<p>Sites, teachers</p>		<p>\$10,000</p>	<p>Title 1 parent education funds</p>
<p>District staff will continue to monitor parent representation and involvement in site governance (SSC) and school plan development.</p>	<p>District staff</p>			
<p>Sites will continue to notify parents of their students' progress at regular intervals, per our board policy on Promotion/Retention, including notification regarding performance on state assessments.</p>	<p>Site and district assessment staff</p>			
<p>The parenting class programs, Parent Project and Loving Solutions will be continually offered.</p>	<p>Director of Student Services</p>			

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

Name of Local Educational Agency: San Lorenzo Unified School District

County District Code: 01-61309

Date of Local Governing Board Approval:

District Superintendent: Dr. Fred Brill

Address: 15510 Usher Street

City: San Lorenzo

Zip Code: 94580

Phone: 510-317-4690

FAX: 510-278-3048

E-mail:
fbrill@slzusd.org

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

Dr. Fred Brill

Signature of Superintendent

Printed Name of Superintendent

Date

Mr. Norman D. Fobert

Signature of Board President

Printed Name of Board President

Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Name of External Organization

Signature of External
Organization Representative

Printed Name of
External Organization Representative

Date

Address

Phone